

A black and white photograph of a woman with long dark hair, smiling and looking to her left. She is wearing a light-colored, short-sleeved button-down shirt. In the foreground, two young children are visible. On the left, a young boy is seen from the back of his head, looking towards the woman. On the right, a young girl is looking down at a small object she is holding in her hands. She is wearing a dark, patterned dress. The background is a brick wall.

Newton Newsnotes

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From the Editor's Desk

This issue of *Newsnotes* is the second to the last. In our final issue, to be mailed on June 15, we will attempt an illustrated history of Newton, and I would like to once again take this opportunity to ask you to send me reminiscences of your years here. I'd like to hear about serious and funny incidents, about class projects, about courses and faculty, about friends and social events and how the world affected you at Newton. Please write! I have already heard from several alumnae, but would like to hear from many more.

I hope you will take the time to read this issue carefully — particularly those sections pertaining to the future of the Newton Alumnae Association. In our last issue we will be letting you know exactly what you can expect and who to contact, for action or information.

Please support Alumnae Weekend, May 17-19.

Peace.

—C.B.H.

Alumnae: The Future of Newton College

The alumnae who were interviewed in depth for the articles which follow were chosen largely from among those who returned their yellow alumnae questionnaires during 1973 and 1974. They were selected because either their jobs or their opinions about themselves and their life situations made me want to know more about them. They were also selected to provide approximately equal balance in the ten fields which became apparent after an initial group had been decided upon.

Admittedly, since the selection criteria were so personal, many readers may feel that the forty-

five women described in the following pages do not fit their ideal of the outstanding Newton College graduate. A total of eighty questionnaires were sent out, and it may be that the woman you would most like to hear about was among the thirty-five who chose, for one reason or another, not to participate in the study.

In addition, there are many busy and active women about whom the alumnae office has no information, many women who are into many worthwhile things that just don't make good copy, many women who have taken timeouts from the professional world to joyously raise

their families. I am sure that there are very few of the 3,000 plus Newton College alumnae who are not a "success" at whatever they have chosen to do — I am constantly amazed at the fact that Newton graduates teach so many CCD classes, run so many Scout troops, chair so many committees, head so many organizations, volunteer for so many worthwhile causes. I sometimes feel that the whole volunteer organizational structure in the Boston—New York—Washington megalopolis would fall apart without the Newton College alumnae who hold it together.

With this apology behind me, let me just add that I have immensely enjoyed reading about the achievements of these forty-five women, and I hope that when you read about them it will make you even



more proud to be a part of that very exclusive sorority—the Newton College Alumnae Association. With the world changing the way it is, these women all seem to

have struck a comfortable balance between the various aspects of their lives, without ceasing to strive to be the best they can be at whatever they do. Kudos!

Arts

Artist

Catherine Arapoff Struve '63. New York, New York.

Catherine Struve is an artist who has already sold a number of her paintings, and is planning an exhibit of her work in the coming year. Living in New York, she has also found it easy to research information about her maternal Dutch ancestors, and, in the process, she and her husband have become so fascinated by early New York history that they are working on a book about the subject. In addition, Cathy is tutoring in Harlem, does telephone reassurance for the elderly, and is the mother of two children.

When asked to describe her work, Cathy responded: "I am an artist. I try to record on canvas those visions, dreams, and images that constantly appear and reappear in my mind's eye. It is very hard to do for my right hand is deficient! It is a struggle but I think a divine one because all art, as Kandinsky said, is spiritual. All artists try to be like God. And my wish, too, is to paint such beautiful, such forceful, such overpowering canvases that the viewer will respond with ecstasy. Is it not possible I may achieve this communication someday, because I feel ecstatic when I paint?"

"I never know how a painting will turn out. Of course I have a general idea, sketches, studies, what-have-you. But it is rather like love for me, that is, I cannot divert the course of my painting once I've begun. Perhaps I'm saying it is partly (this painting business) an unconscious activity—I never *think* as I paint. I am completely absorbed and feel alive in the fullest sense. It is unimportant, relatively speaking, if anyone else likes my work.

"My mind is full of secrets, of paintings yet to be made. I wish I could live forever."

Poet

Winifred M. Loving (Oyoko) '69. Christiansted, St. Croix, USVI.



Winnie Loving has been living with her daughter, Khema, in St. Croix since 1972; employed as an elementary school teacher, she is also playwright, poet, and singer. During a trip through West Africa shortly before moving to St. Croix she received the name "Oyoko" and it now serves as her professional identification.

Before moving to St. Croix, Winnie received her M.S.Ed. from Wheelock; during this period she

taught "Black Education" at Northeastern for two semesters. She has established tutorial programs for the Boston public schools; taught Drama, Speech, and Acting for Bridge, Inc., served as a tutor-counselor for Upward Bound, and worked as educational coordinator for Education Services for Our Children, Inc.

Oyoko is a poet who performs her work frequently, and has received glowing reviews. She has presented poetry readings (accompanied by jazz music and dance) in St. Croix sponsored by the Virgin Islands Council on the Arts and the National Endowment for the Arts in Washington, D.C., and made her debut in "An Afternoon with Oyoko" at the National Center of Afro-American Artists in Boston in June. She is also the author of *Remember When*, a book of poetry, and is a contributing poet to *New Voices in American Poetry* 1974, released in November by Vantage Press.

As a poet, Oyoko attempts to "express thoughts, ideas, values, and principles . . . to change the image that poetry has developed from a boring, old-style exercise into the life-giving, exhilarating message that it really is."

Her goals include "the advancement of Life, practically, dramatically, artistically, creatively. Nothing less."

A selection of Oyoko's poems begins on page 40. The first three are reprinted from Remember When; the last two appeared in the program booklet for her third annual poetry reading in St. Croix on November 10.

Classical ballet teacher

**Gail Giere Collins '61.
Northampton,
Massachusetts.**



As teacher-director of the Northampton School of Ballet for the past ten years, Gail Collins trains prospective dancers ranging from preschoolers to adults in the art of classical ballet, with creative movement classes for the very young child. Three years ago, she and two other women also founded the Pioneer Valley Ballet Guild, a legally incorporated non-profit organization to which Gail and her co-director volunteer their time and expertise, and which they hope will be the forerunner of a regional ballet company in the Northampton-Amherst-Greenfield area.

Gail recently received a \$600

financial assistance grant from the Massachusetts Council on Arts and Humanities to produce a ballet, *The Bird of Time*, for in-school performances in the Pioneer Valley. The work, based on a children's book by internationally known author, Jane Yolen, of Hatfield, Mass., has an original score by Allen Bonde, professor of music at Mount Holyoke College, and will have its premier at Smith College on March 15. Gail is choreographing the ballet, and members of the Guild are dancing the roles.

Gail describes the Guild as a group "composed of area dancers, which was formed in order to bring an awareness of ballet to the communities, and to give talented students the opportunity of dancing in public."

Gail, who studied under Margaret Craske of the Metropolitan Opera Ballet Company in New York City, has danced with the Boston Civic Ballet and the Ann Arbor Civic Ballet. While in Ann Arbor, she served as director of the public school dance department; she has also taught at the Adult Education Center in Cambridge and at the Mary Burns School of Ballet in Arlington. She and her husband are the parents of three children.

Photo: Top to bottom, Suzanne Anderson, accompanist; Rosalind deMille, chairperson, Smith College dance department; Gail Collins; Therese Donohue, director of Amherst Ballet Center and co-director, Pioneer Valley Ballet Guild.

Business and Industry

Assistant division director

Marilyn Fu Harpster '67.
Galena, Ohio.



Marilyn Harpster has been employed by Chemical Abstracts Service in Columbus for almost eight years. She began as an editor in the technical writing division, and moved onto the management level in 1970 when she was named assistant to the associate director of CAS. She became assistant manager of the budget support department less than two years later, and was appointed to her present position, assistant to the director of the production operations division, in 1973.

"The division," explains Marilyn, "has 330 staff, including a 15-

member industrial engineering staff, a data processing center with an IBM computer, a 130-member key-disk data input center, a 30-member proofing team, a 35-member graphics and composition facility, and a 50-member subscription-fulfillment service function. The division is responsible for equipment, mostly EDP, valued at over \$7.5 million. CAS is a processor and publisher of chemical information. We publish over 60,000 printed pages of chemical information each year—a composition volume equivalent to that of the *New York Times* in terms of printed characters.

"My job includes responsibilities for general division administration, budget/forecast preparation, capital budgeting, performance analysis, interdivision coordination, project control, and direct support to the division director in all phases of the division's operations."

Marilyn enjoys being an important part of the company's top management decisions, but hopes to be offered the opportunity soon to get some line management experience. "Being in a staff position, I don't have authority in my own right to make decisions. I must act on the division director's behalf, and it is frustrating at times." She hopes eventually to become controller of the company; a position which does not currently exist. "Controllershship combines finance and operations to insure the efficient and effective utilization of a

company's resources to accomplish its objectives," she explains.

Marilyn received her MBA from Ohio State in 1971, where she was a member of Beta Gamma Sigma, the business honor society. She has also enlarged her business acumen by taking courses in corporation and intellectual property law at Ohio State and Franklin Law School. "To advance in management, you need exposure to all aspects of the business," she comments. "A strict technical expert rarely advances in management unless he or she is also adept at handling general business situations It's also important to get a solid background in finance early; that's the language of top management. Every decision must be translated into dollars and cents."

A research project undertaken in the last year of her MBA program led to Marilyn's co-authorship of *International Business Blunders*, a survey of 100 costly slipups in international business which could have been avoided if reasonable effort and sensitivity to the culture of the host country had been exercised. *Newsweek* last summer described it as a "valuable little book—informative and enjoyable."

In addition to serving as vice president of the Columbus chapter of Kappa Gamma Phi, Marilyn has sung with the Newman Folk Singers, and has obtained her airplane pilot's license. Her husband, Joe Harpster, is a physicist-engineer with Ohio Semitronics.

Bank personnel specialist

Joanne Stuart '60.
New York, New York.

Joanne Stuart spent seven years as a second grade teacher in Dedham, Mass., before obtaining a master's degree in guidance and counseling from Boston College, pulling up stakes, and moving to New York City. Since 1970 she has been employed in personnel work for subsidiaries of the First National City Bank; in November, 1974, after a Citicorp reorganization, she assumed the position of personnel specialist for the Merchants Banking Group, a newly created international investment banking function. She is responsible for devising and implementing systems and procedures in the areas of employee relations, manpower training, salary administration, and personnel reporting systems, and is, incidentally, the only woman on the personnel staff.

"The Merchants Banking Group is comprised of personnel in several countries and therefore presents us with many varied situations in the field of personnel management," she writes. "The group has many highly skilled professionals and several labor-intensive clerical sections. In these latter sections there can be a good deal of employee relations work stemming from job dissatisfaction, employer-employee conflicts, poor performance or attendance, etc. All of these problems are referred to me for

resolution or interpretation of policy."

Joanne, who keeps busy in her non-working hours playing golf (she has won the First National City Bank Golf Tournament two out of the last three years) and doing volunteer tutoring at New York's Lighthouse for the Blind, enjoys the challenge and variety of her work, and the opportunity she has had to meet and work with "some of the nicest and brightest people I have ever known." She hopes to remain in the personnel field and work towards a management position; with an eye toward this, she is currently taking courses in labor relations and equality of opportunity.

Investment banker

Cathy Brienza Basil '71.
Fort Lee, New Jersey.

Cathy Basil obtained her MBA from New York University in 1973, receiving an award for outstanding academic achievement, leadership, and personal qualities from Beta Gamma Sigma, the national business honor society; carrying a full course load; and working full time as well, first as a secretary at a Canal Street engineering firm, later as a secretary at the Business School. In the fall of 1972, three months before completing her degree, she began working in the corporate finance department of Lombard, Nelson and McKenna, Inc., an investment research/venture capital firm in Manhattan. In

less than a year she had formed the investment banking firm of Sutton Capital Associates, Inc. with another partner.

Cathy describes her business as "primarily directed toward financing companies or individuals who have a new product or service to offer the marketplace. For example, we have recently financed several cable television systems around the country. As the investment banker, my firm structures the financing of the project, decides how much debt and/or equity is necessary, and then sets out to raise these funds. We first evaluate the idea an entrepreneur brings us, conduct 'due diligence' on the people who will be managing the project, and write a detailed private placement memorandum which is shown to various lenders whom we hope will supply the debt funds, and to private individuals and institutional investors who will supply the equity funds. After the financing has been completed, we are generally retained as a financial consultant and to act as a liaison between the company's management and the investors and/or lenders.

"My work requires traveling across the country to meet clients and also to interest potential investors, a facet which I greatly enjoy, though it is hectic at times. It is, however, very rewarding to me personally, both in personal satisfaction and financial rewards, as well as affording me the opportunity to learn about a variety of industries and to work closely with many different types of people."

Assistant bank vice-president

Margaret Frisbee '66.
Boston, Massachusetts.

Meg Frisbee has held the post of assistant vice president and director of research at the Federal Home Loan Bank of Boston since 1970. In this position, she is responsible for collecting and disseminating relevant financial and economic data which is provided to their member banks (all of the savings and loan associations and some of the savings and cooperative banks in the six New England states) through monthly, quarterly, and annual publications. She also handles all of the bank functions which pertain to the housing industry. These programs include developing opportunities for lenders to promote the construction and rehabilitation of housing, particularly in inner city areas; advising members of government housing programs, particularly those sponsored by HUD; and running the AID Housing Program through which savings and loan associations throughout the country make all of the loans to developing nations for the production of low and middle income housing.



She elaborates: "While 50% of my time is spent on the economic research part of my job, my main concerns and interests are in the housing aspects. I am particularly concerned with developing ways to assist banks to reinvest in inner-city areas, and am presently promoting Neighborhood Housing Services, a program which will go into two Boston communities: Mission Hill in Roxbury, and Columbia/Savin Hill in Dorchester. Under the program the banks agree to make all the loans, the city of Boston agrees to make the public

improvements, and the community residents run and control the program."

Meg's knowledge of housing programs was developed and expanded through a number of years working with the Boston Redevelopment Authority in many of Boston's neighborhoods. "There is no substitute for getting out in the field and learning firsthand the problems and strengths in our system," she comments. Meg also holds an M.A. in urban planning from Goddard College in Vermont.

Although she plans to continue working in the housing related field, Meg would like to have an opportunity to apply more of her urban planning skills and to do more writing in areas of interest to her. She and Arnie have recently bought a twenty-acre farm in Vermont; their goal is to become self-sufficient on their land and to eventually be able to live and work from that environment on a full-time basis. She concludes: "I expect that my professional life will enter a new phase in the not too distant future, and I am open to the changes which are bound to come."

Research director

Sandra Mosta Spies '68.
Princeton, New Jersey.



Sandra Spies joined Opinion Research Corporation in 1968 as a librarian, and has received five promotions since then; she was named a research director in 1973. In this position her responsibilities include the supervision and execution of all aspects of a research program, including questionnaire design, sampling, interviewing, coding, data processing, data analysis, and client liaison.

In her six and a half years at ORC, Sandy has conducted a wide variety of research projects involving public familiarity with and favorability toward major corporations, product usage and acceptability, and advertising evaluation. She has also assisted in the direction of several political research projects and studies involving evaluation of Model Cities Pro-

grams. In addition, she has directed several syndicated research projects, such as the biennial audit of financial analysts and the biennial study of companies' media relations practices, and is now directing the ORC energy impact program, an ongoing research program which monitors the effects of energy availability and costs on consumer behavior.

If she were starting her career over, Sandy feels that she would have obtained an MBA before job hunting. "In the early stages, I think the lack of an advanced degree was a handicap. However, I have managed to overcome that handicap and no longer feel it is essential in my own career."

Sandy feels that the most gratifying aspects of her job are the degree of responsibility and independence it offers, and the opportunity it affords her to be exposed to a wide variety of people. "There are certain things I want to achieve at ORC over the next few years," she adds, "and then I'd like to move on to a larger company where there will be more opportunity for management responsibilities."

Sandy's husband is assistant provost and an assistant professor at Princeton; since they both live and work in Princeton, she values the extra time created by not commuting, and the opportunities they have to make use of the many facilities and activities the University offers. Sandy is also active as a member of the Princeton Chamber of Commerce Bicentennial Committee, and is preparing a booklet about Princeton and its historic sites.

Labor relations

Catherine Thompson '65.
Troy, Michigan.

Cathy Thompson started her career as a high school counselor, after receiving her M.A. in guidance and counseling from the University of Michigan. After two years of working primarily with non-college bound students, her curiosity was piqued about the "real world" of industry, and in 1969 she joined the personnel area of Chrysler Corporation, to find career possibilities which were just beginning to open up to women.

"During the five years of my association with Chrysler," she explains, "I have accumulated a variety of experiences in the personnel field. Assignments have taken me to corporate staff, a foundry, an axle plant, and, currently, a stamping plant. (For the uninitiated, a stamping plant produces the sheet metal parts of the car, forming them from coils of steel. The production process involves the use of highly sophisticated machinery and automation. The work force of the plant consists of about 15% women.)

"My job is that of a labor relations representative. A primary responsibility is to investigate grievances written by the union and participate in union-management meetings to resolve grievance issues through negotiations. Much time is also spent in the resolution of day to day plant problems before

they become grievance issues. Problems encompass such things as safety and environmental conditions, work assignments, employee discipline, pay matters, etc. They are resolved through working with foremen and other levels of management and union stewards and committeepersons. Every three years I am part of the management bargaining team conducting negotiations of the local plant supplement to the Chrysler-UAW National Agreement.

"My interest in the labor relations field and in increasing my options for further advancement led me to a decision to begin law school in the fall of 1972 at Wayne State. A fifteen credit per quarter program which I am pursuing requires attendance at class five nights a week. I hope to complete the program in 1976.

"The times are changing so rapidly that I believe all of us are required to remain flexible regarding goals. Currently, the automotive industry's economic situation is bleak. I question whether, in several years, the automobile will remain an item every family owns, with increasing costs of raw materials and labor. I anticipate that we will become increasingly dependent on public transportation.

"Once I obtain my law degree, I hope that it will give me additional opportunities so that I may have the option of employment outside the automotive industry. In any eventuality, I want to continue to work in the general field of people counseling, whether it be in the labor relations field or the general practice of law."

Education

College admissions director

**Harriet Mullaney '70.
San Francisco, California.**



Harriet Mullaney spent two years as administrative assistant to the director of admissions at Lone Mountain College before being appointed director herself in 1973. As director she is responsible for developing marketing techniques to enroll students at Lone Mountain, entailing the publication of written materials and advertisements, mailings and follow-ups, and visitations to schools. "I have a small, but very able staff," she explains, "and we are able to do a lot.

"I interview a majority of the students who enter Lone Mountain and this is probably my favorite aspect of the job. The nature of admissions work tends to be transient, and this bothers me. I have tried to maintain relationships with the students after they have enrolled, and, as a result, I continue to counsel a number of students."

Although Harriet is undecided about her future career directions, she is generally satisfied with her job because "I am helping other people explore an exciting educational opportunity." She finds the least gratifying aspects of her work to be attending meetings and handling a lot of paper work.

Also active in the San Francisco community, Harriet is presently serving a three-year term as a member of the board of directors of the Bay Area Urban League.

Assistant headmaster

Frances Jani Neville '69.
Worcester, Massachusetts.

When Fran Neville was named assistant to the headmaster of Worcester Academy last June, she became the first woman to hold an administrative post in the school's 140-year history. Her appointment coincided with the admission of Worcester Academy's first female students in July.

Fran spent three years in the art department of *U.S. News and World Report* in Washington, D.C. before enrolling in graduate school. She completed her master's degree in counseling from Tufts just prior to assuming her present position.

"As in any private school," explains Fran, all members find themselves in many capacities. As assistant to the headmaster, I am personal counselor, psychology teacher, alumni relations promoter, admissions officer, student/faculty senate advisor, school newspaper advisor, and faculty personnel manager. It's exacting, rewarding, challenging, and a little frightening." She also sees as one of her tasks that of increasing communication among the school's various constituencies.

Fran's husband is an English teacher and coach at the Academy, and they are presently living on-campus. She hopes to be able to continue to share her career goals with her husband, perhaps by both being headmasters at a private school, perhaps by starting their own school.

Elementary school principal

Joan Hanlon '57.
Saugus, Massachusetts.



Joan Hanlon has been an educator in the Saugus public schools since 1957. She served as a fifth grade teacher for nine years and as a junior high guidance counselor for seven years; in November, 1973, she was appointed principal of the Waybright School.

Joan received her master's in education from Boston University in 1961, and has obtained 33 additional credits in education from Boston University and Salem State College. She is active in a number of professional associations and served as president of the North Shore Guidance Association last year. She is also a CCD teacher and a member of the town Democratic committee.

In describing her work as an elementary school principal, Joan outlines the many and varied tasks she must perform. "The principal must oversee the running of the school building as a whole, from the boiler to the kitchen to the classrooms. She has the responsibility of supervising the teachers—it is her duty to see that professionalism is observed. The instructional quality of the teachers must be checked and observed to see that the curriculum is being followed. Assistance in planning, organizing, and discipline must be offered to all new teachers. The classroom teachers' time must be coordinated with that of the specialists. Evaluation of non-tenure

teachers must be done four times each year. Regular meetings with teachers must be held to initiate innovations in the curriculum.

"A big obstacle to overcome in the fall of the year is the preparing of *The Budget*. Anything to which the word 'money' can be applied denies a pleasant connotation. All books, papers, and equipment that need ordering are ordered and then we cut.

"Another big financial problem is requisition time. This is when you get to order what was left in *The Budget*. Complicated and hectic are the budget and requisition days.

"The principal must also oversee the safety and conduct of students in the building. She works with students and parents in regard to personal, social, and academic problems, coordinates student activities, and sets the rules and regulations for the school.

"The principal's charges have also increased to include para-professionals—volunteers, custodians, kitchen help, secretary, and nurse. She is accountable to the superintendent and the school committee. She is automatically on the PTA board, attends their meetings, is called upon to make presentations, and has her oratory skills tested!

"Being a principal is a very busy position—no two days are alike and complete planning and organizing for the day is not a realistic goal. But the hope of reaching someone and helping a child to grow, to learn, to mature, and to learn to help others, is the reward of the position."

Government

Grants administration chief

Mary Frances Cahill Leyland '58.
New York, New York.

Mary Leyland has been employed for two years as chief of the Region II Grants Administration branch of the Environmental Protection Agency in New York City. She holds a master's degree in education and data processing from Boston State College, and includes among her previous employment supervision of the data reduction group at Harvard Observatory in Cambridge, Mass., and consulting in the area of information systems for the Commonwealth of Massachusetts.

As grants administration chief, Mary is responsible for administering the billion dollar EPA grants program in her region. She prepares and executes grants agreements, approves and disapproves payments, approves continuations and extensions, and may terminate or withdraw grants.

Additional responsibilities include providing guidance and consultation to representatives of state and interstate agencies and municipalities within the region, and analyzing and reviewing state plans as they pertain to the different types of grants.



She also supervises, plans, and reviews the work of grant specialists and professional staff, and develops plans and makes recommendations concerning the accomplishment of the mission assigned to the branch.

Mary, who has authored and co-authored numerous reports and studies in her field, hopes eventually to become a division director at either the regional or headquarters level. She especially enjoys her job because she is well compensated, has challenging work to perform, and is employed by a mission-oriented agency.

Police department staff member

Pamela De Leo Delaney '69.
New York, New York.



After receiving her master's degree from the Eagleton Institute of Politics at Rutgers where she was an Eagleton Fellow, Pam Delaney took a job as a legal paraprofessional for a New York City law firm. In the fall of 1971, she was appointed executive assistant to the Special Counsel to the New York City Police Commissioner, and has been with the department ever since. In August she was promoted to the position of secretary of the department, and in October she received an additional appointment as a member of the Civilian Complaint Review Board, the first woman to

serve on the Board.

"Most of my work is policy and program analysis for the Commissioner and his Special Counsel," explains Pam. "Substantive areas vary, of course, but my ongoing concerns include gun control, civilianization, the role of women in policing, and internal disciplinary proceedings. I have liaison responsibilities with the office of the mayor, U.S. mission to the United Nations, Firearms Control Board of the City of New York, the New York City Commission for the U.N. and Consular Corps, and a number of other city and state agencies.

"As a member of the Civilian Complaint Review Board, a six member board appointed by the Police Commissioner to review complaints from civilians concerning police misconduct, I review approximately 40-50 cases each month. The complaints range from discourtesy to more serious allegations of abuse of authority and brutality. The Board meets monthly to discuss the disposition of the cases and recommend appropriate disciplinary action. I also chair a panel of three police officers of various ranks which considers less serious citizen allegations."

In discussing her role as a member of a big city police department, Pam comments: "The Police Department is a service agency. Approximately 90% of the calls for police assistance in New York are for activities ranging from rescuing a stray cat to settling a family dispute, rather than for crime related activities. Being a part of an organization which seeks to improve that service is gratifying.

"There is, however, a certain amount of frustration inherent in working in a bureaucracy. Another source of frustration is that there are so many questions in this field, and so few concrete answers. For example, the police are the first level of contact most people have

with the criminal justice system. When the system fails, by failing to reduce crime for example, the tendency is to blame the police, when the failure is caused by a dysfunction in the other components of the criminal justice system—the courts and correction. It is difficult to try to turn these concerns into effective programs and translate those programs into meaningful action.”

Pam, who has been working on her Ph.D. in political science at Columbia for nearly a year, would like to remain within the criminal justice system, perhaps by branching off into consulting. She is also giving serious consideration to running for elective office.

Photo: Pam Delaney with Michael J. Codd, Police Commissioner, NYCPD.

Grants manager

Julia Lopez '68.
Santa Fe, New Mexico.

For the past year and a half, Julia Lopez has held the position of grants manager for the New Mexico Governor's Council on Criminal Justice Planning. She is also in her second year of study for a master's degree in public administration on a full tuition fellowship from the University of New Mexico.

Julia describes the Council's function as follows: "It is responsible for planning and administering funds received from the Law Enforcement Assistance Administra-

tion of the Department of Justice. . . . Each state submits a comprehensive plan outlining its needs and priorities in the criminal justice field; and describing programs which it will fund in order to improve the quality of justice and to reduce or prevent crime whenever possible.

"My responsibilities are primarily to implement and administer those projects founded by the Governor's Council to carry out the objectives set forth in New Mexico's plan; to insure that the intent of the project is carried out as envisioned in the grant application.

"I act as a liaison between other sections of the office, such as program specialists, fiscal or evaluation personnel, and grantees. In addition, I announce our funding program, coordinate the proper review of all applications, prepare and follow up on all grant awards, and make policy recommendations for the Governor's Council."

Julia, who spent a year doing graduate study in Latin American Studies at the University of Wisconsin, and was previously employed as a personnel management specialist for the state of New Mexico, enjoys the aspects of her job that show tangible results after long, hard work. She also likes "being in a position to see the workings of government close to the sources of power." The bureaucratic and "political" aspects of her job are the only irritants. She does, however, plan to stay in government, either in the United States or in Colombia, her native country.

Urban affairs legislative aide

Mary Ann Beattie '57.
East Lansing, Michigan.

After a year of graduate study in philosophy in the University of Detroit, Mary Ann Beattie has spent her time accumulating a varied and impressive background in urban affairs. Her job experience includes three years as administrative assistant for the University of Detroit Law School; three and a half years as a researcher for a Twentieth Century Fund Study on *Power, Ownership and Property in Modern Capitalism*; one year as a researcher and writer for the OEO in Washington; where she wrote a comprehensive history of the first Head Start program; four years in a volunteer position as associate director of the community education and program development division of the Urban Law Program at the University of Detroit; and four years in her present job, legislative aide for the urban affairs committee of the Michigan House of Representatives.

In her volunteer activity (which she has continued on a part-time basis since taking on her present job) she gathered most of the facts for the plaintiffs in the action of *Garrett et al v. The City of Hamtramck and the U.S. Department of Housing and Urban Development*. The matter has taken eight years to date, and is presently on remand to the U.S. District Court. Mary Ann has been responsible for maintaining liaison

with the clients, and advising them of the progress of the case and their rights under the law. She was a witness at the trial, and also helped in the presentation of the case by gathering evidence, finding witnesses, etc. Mary Ann explains that the case is "extremely precedent setting in the area of rights of urban renewal relocaters and in the housing area generally because of its major affirmative relief provisions."

As a member of the legislative staff for the Michigan House, she has reviewed bills for the urban affairs committee, and drafted many amendments and pieces of legislation. In addition she has kept the House members advised of housing and community development matters at the Federal level, lobbied Michigan congresspersons, drafted testimony before a House congressional subcommittee that was presented by the Michigan Speaker of the House, and attended and spoken at numerous seminars and conferences representing her committee. She has also worked on the development of a Department of Development and Community Affairs which may be established in Michigan in the next few months.

Although she feels that her present job has been a "marvelous learning experience," Mary Ann feels that she is now ready to make a change to the executive department of government.

Legislative assistant

Martha Kendrick '71.
Arlington, Virginia.



After receiving her master's degree in American Studies from Bowling Green University in 1972, and after over 250 rejections for rare college teaching openings, Martha Kendrick lucked into a job as a congressional liaison assistant with HEW and has found government work very much to her liking. In July she moved into the

area of specific health legislation, where she is assistant to the top two staff people.

"HEW administers well over 300 programs," she explains. "Consequently the bureaucracy is terribly complex and mind-boggling at times. Of the three divisions within the Department, health has by far the most creative and innovative legislation. The launching of a national health insurance program, new approaches to health manpower distribution, health maintenance organizations, professional standards review organizations, and activity in many other areas present a tremendous challenge for basic changes in the delivery of health care services in this country.

"The politics are fascinating, for the Hill position and that of outside interests are not always on the same side of the fence as the internal department position, which is not always the Administration position.

"Trying to pinpoint precisely what I do in the course of a day is impossible because as the issues

change constantly, so does my involvement in specific areas. Our staff is small and the issues large; hence, it's a very pressurized, busy, and challenging place to work. The frenzied atmosphere which marks preparation of hearings, executive sessions, etc. markedly contrasts with the false calm which is sometimes apparent when Congress is out of session."

Martha finds Washington a tremendously alive and exciting place to live. "National politics are local politics," she continues, "and I think living here through Watergate was an unusual experience. . . . I believe in good government and programs which will best serve the American people. I think most people working for the federal government feel a genuine sense of worth in what they're doing."

Martha echoes the frustrations with bureaucracy voiced by other government workers—"the impact of an individual is almost miniscule, even at the very top. I think you have to come out of the experience with a basic belief in the system over the individual person."

Martha, who is active in Common Cause and the Virginia ERA Coalition, hopes eventually to get experience in politics and government at the state and local levels. "If you had asked me two years ago what I wanted in terms of a career, I would have promptly answered: 'To teach women's studies or history at the college level.' I never would have guessed that I'd be in legislation in HEW, but it's been interesting along the way."

Federal management intern

**Jane Hudson '71.
Washington, D.C.**



Jane Hudson has been with the federal government since 1972, first as a social science analyst with the Federal Highway Administration, and, since 1973, as a management intern in the Office of Federal Management Policy, General Services Administration.

Jane spent her first year of internship in different offices both within and outside of the GSA, working on various projects. "These ranged," she explains, "from doing preliminary studies on setting up a women's program, to working in a budget office, to trying a market summary for a government computer system. Because of the intern program, I've been able to sample different areas of the agency, receive formal management training, and also go to graduate school to finish my master's degree. [Attending on a management intern scholarship, Jane received her M.A. in metropolitan administration and planning from George Washington University in February.] I think it's a unique situation; it's been a good opportunity to combine theory and practice. That mixture is quite important in public administration.

"Now I'm in my permanent assignment, working as a management analyst on an experimental grant-in-aid administration project called the Integrated Grant Administration Program. We're trying to streamline federal assistance through developing simpler procedures for cities, states, and regional planning associations to get and use grant money from a number of federal agencies."

"The diversity of the job, and the interaction with people from all levels of government are good. I'm intrigued by urban planning and development schemes and get excited when people come in with elaborate and imaginative projects. One frustration for me, however, is that I'm removed from the actual planning and design process because we deal with the funding and administration of the projects. At times, too, some of the more bizarre procedural rituals of the federal bureaucracy are like the script to a Woody Allen movie."

Although she has no specific career goals, Jane does have areas of interest she wants to pursue. "Eventually I'd like to do some work on the design side of urban planning, dealing with spatial relationships. I'm also quite concerned with the legal considerations in urban development. I think you have to be open to trends and movement in your career area; it can be a mistake to limit your field of operation too strictly. I have, however, pretty much decided not to become a brain surgeon or a pro basketball player."

Media

Journalist

Patricia Rice '64.
St. Louis, Missouri.

Pat Rice has been a staff writer for the *St. Louis Post-Dispatch* daily magazine section for six years. She is responsible for two weekly columns, and also contributes one or two bylined full length features every week. Pat, who freelances stories and items to other publications, has also authored two books; the second, a collection of her Sunday columns, has sold out its first printing. She is an avid bicyclist and a gourmet cook, and occasionally sells her photographs to accompany freelance stories.

In describing her work Pat comments: "I spend a great deal of my own free time reading books by authors I will interview, reading magazines, and generally preparing myself for all kinds of persons I will interview.

"Sometimes the interview is the most interesting part. I meet a wide variety of people—some have never been interviewed, some are interviewed every week of the year. The hard part is getting them to really be themselves, to say what they really think. Sometimes I take fifteen or twenty minutes just to get the shy ones to warm up, or to get the bored, often-interviewed

ones to finish their 'prepared' quotes. Then I really begin what will become the story. I usually have several things I want to ask, but I don't just fire away with my questions—I ease into them. Often I don't ask specific questions but move into the general idea and usually get the answer that way. One of the troubles with television interviewing is that there is so little time The luxury of the feature writer is that you don't have to be brutal. As a result the person is rarely offended, rarely defensive, and much more his or herself. I think that is important. . . . I want to keep the cadences of their style of talking, retain their humor, and the shades of meaning in their statements.

"I also do a lot of digging for stories where there is a subject rather than a person involved. No matter how exciting the subject, if I have to get it all from statistics, studies, libraries, government records, the story is never as much fun. The only exception is writing about figures from history. Even though you have to find only old documents and letters, something of a person comes through, and there is a spark of excitement there.

"About half of the ideas for my features are assigned. The others I develop myself. I work up the ideas for most of my columns and consumer stories.

"For the Bicentennial, I decided



that I would write a series on American women in history. Six women were featured the first week, and then one woman will be featured each month for the next two years As much as possible I quote from their diaries, letters, and speeches. Many of these have never been published; many had to be translated from French—documents that still had blotting sand between the leaves One of the women—one of the easiest to research because of her well-documented biography—was Phillippine Duchesne."

In describing the most rewarding aspects of her work, Pat had the following to offer: "I guess we all want to help make the world a better place. In this job sometimes

things change or happen immediately. A halfway house for juveniles is probed; the government or a private group gives it a grant and its success is assured. A family needs help, is written about, and someone acts. A new idea is presented; others agree, decide to do something about it, and act. Whether it's my idea or I just communicate someone else's, I find helping it all happen very gratifying. Just moving one reader to write a letter saying my article made him or her think is gratifying, even if they disagree violently with the idea presented."

For the prospective journalist, Pat recommends heavy doses of reading and writing. "I strongly believe in a liberal arts education for a job like mine. In one week I may interview economists, politicians, historians, ballet dancers, musicians, athletes, storekeepers. The broader background I can bring to each interview the better. . . . The most important thing for someone who wants to write in the feature format is just to write. She or he should write something about whatever he or she sees or experiences every day. No excuses. No matter how late the hour or how short the passage, write everyday. That material may become a poem, a novel, or the lead for a story, but it will also sharpen the writer's observation and develop style."

Director of public information

Bonnie Bortle '66.
Cambridge, Massachusetts.



Following a two-year stint in Honduras with the Peace Corps, Bonnie Bortle has been active in the field of public relations since 1968 (with the exception of a year out to earn a master's degree in counseling from Boston College). She has been public relations director for Gem International, the Polaroid Employees' Federal Credit Union, and the Health Planning Council for Greater Boston, as well as doing freelance writing and public relations, and is currently employed as Director of Information and Com-

munications at Faulkner Hospital in Jamaica Plain.

"That title's a new one at the hospital," she explains, "chosen when I assumed the public relations directorship, chosen to better identify the position (which encompasses both internal and external communications), and to avoid as much as possible association with the maligned PR-advertising profession. Good PR *should* inform, *should* communicate; too often PR has been overly concerned with the creation of favorable images through the shoddiest of tactics.

"My position at the Faulkner is less of a job than the opportunity to be counselor/consumer advocate. It's the chance to see facts presented in a straightforward, clear, candid fashion, the chance to address the fears and apprehensions of the hospital's publics, both internal and external; the chance to listen to concerns and to open institutional ears to those concerns.

"I write and design hospital literature (brochures, manuals, directories, handouts, a bimonthly

publication, press releases, feature stories, questionnaires and surveys, major correspondence, special announcements, fund raising literature). I handle press relations and arrange press conferences. I answer complaints. I'm in charge of events (the annual meeting, dedication ceremonies, internal celebrations, etc.). I coordinate audio-visuals. I plan tours. I'm responsible for areas such as the switchboard, the reception desk and the patient information department. I supervise a staff of 14 employees. And oh—because I speak Spanish, I'm also an occasional interpreter and translator.

"The work load is frantic and crazy, always changing. It is especially heavy since the Faulkner Hospital is something of a conglomerate. There's the main hospital, a community hospital; plus a neighboring hospital recently acquired and now being converted into a health center; and the New Faulkner, a long-awaited, streamlined giant of a hospital, now under construction and scheduled to open early in '76. Each of these components generates its own needs.

"There's one other aspect of my job worth noting. Because the administration of the hospital is progressive and encourages responsibility, administrative staff members are allowed to assume full charge of the institution on a rotating basis. So every few weeks, for a week at a time, I'm the administrator-on-call. It can be a burden, but generally it's fun. And exciting."

Bonnie values her job "for the association with bright, dynamic colleagues; for the fluidity of the problems, the situations; for the instant ego gratification; for the physical activity which nicely balances the mental; and for the freedom to dress the way I choose: casually."

When asked about her career goals, she responded: "My one and only career goal, one my husband [lawyer-writer-carpenter, Jim McMahon] and I both share, is to be as *uncareerish* as possible, to be able to pack up and change jobs and scenery whenever we wish. The idea: never to take work too seriously, never to get locked into a financial position which would compel us to work continuously. Having skills with which we can freelance, with which we can consult, helps a lot."

Bonnie has the following words of advice to offer prospective workers in the information and communications field:

- Build up a good portfolio. If you're trying to break into this field, first volunteer your services. With that experience under your belt, try freelancing. Keep at it 'til you're happy with the portfolio. By that time, you'll have references and the inside information on job openings. You'll also know whether it's the right field for you.
- Capitalize on your own natural style. (If you don't feel a natural style, forget this field.) This means, among other things, that your resume should be one that only *you* could send; it

should demonstrate who you are and what you can do.

- Be brassy and call up, right out of the blue, those people in the profession whom you admire. Maybe it's the flattery implied, but a good share will be willing to listen, to offer advice, and to accept your credentials.
- If you've got talent, there's no need to rush into graduate training in communications. This is one field where degrees are nice, not necessary. There seems to be no correlation between job success and formal training in communications.
- Watch out for overloading in the writing field—it's coming fast. There's still room in electronic communications, however.
- Don't settle for a "woman's" salary; it will weaken everything you do in the eyes of those who make "men's" money. And don't worry about pricing yourself out of a job. Most employers, thanks to prodding from Uncle Sam, expect to pay us more these days.
- Large cities and university settings provide lots of openings for freelancers in ghostwriting and editing. Call the PR offices of schools and large corporations for leads. It's a good way to break into the field.
- Avoid this profession, don't even give it a second thought, unless you can think fast, write fast, stay flexible, and avoid ulcers.

Cinematographer- editor

Christina Crowley '67.
Berkeley, California.



Christina Crowley has been involved in various areas of the film industry since 1969, including work in cinematography for the Public Broadcasting System, and a stint as script supervisor for *American Graffiti*. She is presently a freelance cinematographer-editor; her work has received good reviews in the *San Francisco Chronicle* and in *Life*.

"To best explain my job, I should describe my function on a film I just completed at the California Institute for Women.

"This was a twenty-minute mini-documentary which included

twenty-four public service announcements by the inmates. As the cinematographer, I was responsible for choosing the crew, and for determining what kind of film stock, camera, and lighting equipment should be used. On location, it was my job to light the set for the kind of effect I wanted, and to shoot the film.

"As the editor, I then pulled the footage together into a 'rough cut' acceptable to the producers, and finally into a finished film for the drug abuse prevention agency in Washington that funded the project."

Christina would like eventually to direct her own films, and is currently putting a lot of energy into writing scripts and proposals. "You have to enjoy hard work—both physical and mental. And you have to be a hustler, since you spend half your time either hustling for jobs, or hustling for the money to make your own films. But I agree with the advice in the *I Ching*, 'Perseverance furthers.'"

Publications officer and television interviewer

Pamela Hitchins
Mordecai '63.
Kingston, Jamaica.

Pam Mordecai recently assumed the post of publications officer for the University of the West Indies' School of Education, where she is responsible for the new *Caribbean Journal of Education*. Since her graduation she has also been active as a part-time television interviewer, producing and presenting various programs for the Jamaica Information Service—many on the art and culture of the island.

Pam holds a diploma in education (English and geography) and a higher diploma in education (language and linguistics) from the University of the West Indies, and was, until recently, a part-time lecturer at Mico (Teachers') Training College. While there she developed a course on the Jamaican Creole, "now of tremendous interest to our own and international linguists." The course involves a contrastive analysis of Standard Jamaican English and Jamaican Creole, as well as those special teaching techniques required by the bi-dialectal situation.

Also active in the arts, Pam won the 1964 Jamaican Festival Award for best supporting actress, performed with the National Dance Theatre Company in 1966, and won a certificate of merit for drawing in the Jamaica All Island Fes-

tival in 1971. She has also been featured in a number of Jamaican theatre and TV productions, and radio and TV commercials.

Over the next few years she hopes to do a study of archetypal patterns in Caribbean poetry, produce a TV series on the poets of the Caribbean, finish two novels, and publish her book of poems for children.

"You learn by doing," she comments. "What you want to do, you will do well if you really *want* to do it. I find all [my] jobs exciting and challenging because I feel they make an important contribution in our 'developing' Third World situation."

Pam is the mother of three children—her husband, a photographer-poet-novelist, works with the Jamaican Ministry of External Affairs.

Associate producer

Laurie Loughlin '72.
New York, New York.



Laurie Loughlin began a new job in September as an associate producer at Audioimage, Inc., a small New York company which produces all kinds of audio and visual materials, ranging from posters to films and industrial musicals. "Most of my time so far," she explains, "has been devoted to industrial slide shows we are producing for conferences that our large corporation clients will be holding for their dealers. My job entails finding the right musical material for the slides; researching and helping to select music for various sections in the presenta-

tion; keeping track of everything that has been done and everything that still needs to be done; making sure we have all materials necessary at hand; trafficking art work between the art director, the photographer, and the slide mounter; sending out the proper materials for translation (some of our shows go around the world); doing content research; and helping the producer to program the show."

Talented in her own right (she has had three poems published in the last year, and regularly gives guitar concerts for the children at New York Hospital), Laurie has

had an incredible career in her two and a half years in the industry. She started out as a secretary at WCBS-TV where she worked on *Patchwork Family*, a children's show, and *The John Bartholomew Tucker Show*, an early morning live talk show. After a year and a half, she moved to Capricorn Productions, where she was a production assistant on *Living Easy with Dr. Joyce Brothers*. When the show folded she was out of work (which Laurie describes as being "just as common as being in work in the media") and began eight months of freelancing. She worked on the *New Candid Camera* for a month, as a production coordinator for an educational film and filmstrip company for three months, and wrote the synopsis for a full-length feature film. "In between these jobs I was out of work approximately six weeks at a time," she comments. "One really has to have a lot of perseverance to keep trying to find work. I estimate that in the past three years I've sent out over 500 resumes and had at least 100 interviews, most of which led to nothing. Things sometimes seem so hopeless that when something finally *does* happen, you feel like you've been unbelievably lucky, even though your own effort has gotten you where you are. My present position is a turning point for me: I am constantly acquiring new skills, I am able to exercise both practical and creative judgment, I can see and hear something I've helped create, and I'm being adequately paid! I finally feel that I don't have to fight quite so hard to get ahead anymore."

Television host

**Elizabeth Miller Fitzgerald '65.
Lynchburg, Virginia.**

Libby Fitzgerald has been the host of a daily half-hour interview and public affairs program on WLVA-TV in Lynchburg for a little over a year, and also occasionally moderates prime time public service programs. When the chance to have her own TV program suddenly materialized last February, Libby recalls that "it was an opportunity I just couldn't pass up! There aren't many carefree days any more, but the thrill and satisfaction I get out of it more than make up for the lack of free time."

Libby, the mother of three young children, appreciates the flexibility of her schedule, which only requires her to be at the station from 11:30 to 1:00 each day. She is able to do all her program scheduling and research work at home.

"I do all my own programming," she comments. "This consists of some public service things (e.g. giving publicity to a group in town that is working on a particular project), many appearances by professors from the University of Vir-

ginia, Randolph-Macon, Lynchburg College, and Sweetbriar who come to expound on whatever subject they are expert in, and now and then a distinguished guest who is passing through town to speak at one of the colleges. I have to keep my ears open all the time! I've made lots of contacts at the colleges so they let me know when there is anything of interest going on. I did a program with Jack Anderson, the columnist, in October—he was here to speak at Randolph-Macon. And in November I was granted an interview at the White House with Betty Ford, and her personal assistant, Nancy Howe, who is a native of Lynchburg."

Libby is enthusiastic about her new career: "I am just enthralled with the media and its power to do good—to educate, inform, inspire, and touch people. The mail and telephone audience response to particular programs is so exciting—it makes me feel as if all the work I put into it is worthwhile."

Medicine

Medical student

Brenda Mahoney O'Brien '64.
East Brunswick,
New Jersey.

Four years after receiving her math MAT from Brown University in 1966, Brenda O'Brien began accumulating pre-med science credits, one course at a time, and in the fall of 1973 she began medical school full-time at Rutgers. "Unfortunately," she admits, "the curriculum does not lend itself to part-time work!"

Brenda's first year courses included anatomy, physiology, biochemistry, cell biology, community medicine, and statistics. Last semester she was immersed in psychology, pathology, neural science, physical diagnosis, and medicine; these courses, she explains, "give a background for two very important practical exercises which are just beginning to take place this semester: learning to perform a physical examination, and learn-

ing to interview both medical and psychiatric patients. I am also currently involved in pharmacology, human sexuality, public health, and medical microbiology."

A typical day of Brenda's runs as follows: "Reset the alarm three times (it can't be morning yet!), finally grumble out of bed just barely in time to feed three sleepy children (ages 7, 6, and 5), check shoelaces, clean faces, lunches, etc. Then off to school (a pleasant twenty-minute drive at three in the morning, but about twice as far in the suburban rush hour). School has, until just lately, involved mainly lectures, although we have occasionally had labs, autopsies, and other practical exercises. We spend a half day each week at nearby hospitals learning practical pathology; I am just beginning to be allowed near real patients. School is out about five in the afternoon—at this point I unwind myself from the chair form I have assumed during eight straight hours of class and enjoy the relaxing drive home. Then dinner, stories, baths, sometimes a little nap on a child's bed as

we're saying goodnights, then ... sometimes ... a few minutes to enjoy Kevin and reaffirm our relationship (often just promise to get together someday when there's more time!). Then it's time to read over class notes, skim the latest issues of *JAMA* and *New England Journal of Medicine*, and—occasionally—get in a little real studying before ptosis (inability to keep the eyes open) sets in. It's frustrating to have so many fascinating books—and a whole science library too—and not have time to read them!

"Occasionally I recall fondly the delights of cooking, bridge, teaching math, community service work, reading fiction (the kind with short, easy words), leisurely conversations with my husband and friends, the peaceful feeling of a book on one arm and a nursing baby on the other—and compare them with the emotional satisfaction of spending a whole day pipetting in biochemistry lab—and wonder if it's worth it. But a few extra hours of sleep and weekend time with my family usually make

me feel it is. I find the scientific aspects of medicine fascinating and also enjoy the human contact—I need to feel I’m helping people in a significant way. I know that I’ll specialize in some field involving primary care, but haven’t made any decisions yet—I am considering Ob-Gyn, pediatrics, emergency medicine, and family practice. I’d like to combine patient care with teaching, and also hope to find time to do some clinical research.”

Before starting medical school, Brenda was active for many years in the La Leche League, a group of mothers who help each other to breastfeed their babies. She also taught Lamaze childbirth classes, and, as a preparation for medical school, worked weekends as a volunteer in the emergency room of a local hospital. “Since I started medical school,” she reveals, “I never volunteer for anything!”

Brenda’s first rule of advice for prospective mother-medical students is to “get an understanding, supportive, loving husband who’s also an excellent father. Then try to arrange for a wonderful, warm, live-in babysitter, who’ll take over the daily housework, laundry, etc. Ours is Wanda, our foster daughter, who came to us while she was in high school and has stayed on to hold house and family together while I’m in school. It’s also a good idea to arrange for about thirty-six hours a day. I also, at this point, have accumulated a little list of ‘ways to help elderly mothers to get accepted to medical school’ and would be glad to share them with anyone who’s thinking of starting a medical career a few years late.”

Occupational therapist

Jo Tolksdorf Solet '68.
Watertown, Massachusetts.



After accumulating a varied background which included two years as a biology instructor at Mount Auburn Hospital School of Nursing; a year in Europe and North Africa with her husband, the recipient of a Finley Traveling Fellowship from Harvard; and a year as a junior high science teacher in Waltham; Jo Solet began study for a master’s degree in occupational therapy at Boston University’s Sargent College. She received her MOT a year ago, and has been employed since October as an occupational therapist at Massachusetts Rehabilitation Hospital.

“Occupational therapists,” explains Jo, “are in quite a unique position in today’s health care system. Our classroom education includes areas such as child de-

velopment, personality theory, group dynamics, learning disabilities, perceptual deficits, abnormal psychology, anatomy and physiology, neurology, orthopedics, and kinesiology. As a profession we bridge the gap which exists in philosophy and in provision of care between those that study and serve the mind, and those that study and serve the body. We are able to use and understand the languages of both groups, and can act as interpreter of each to the other, and for both with the client.

“Most of us see our clients individually on a daily basis for a long enough period of time to develop therapeutic relationships and provide continuity of care. Critics of our health care system consistently site these as needs.

“At Massachusetts Rehabilitation Hospital, where I am part of a sixteen-member OT department, evaluation and treatment emphasize recovery from, or maximum functional adjustment to, a physical disability. Our goals are to help each patient to be able to do as much of what he wants or needs to do in his daily life as is possible. We teach compensation techniques to improve safety and independence in daily living. For example, many stroke victims suffer from visual field losses on the same side of both eyes, and they must be taught to use eye and head movements to scan their environments. We test for strength, coordination, and endurance, and provide exercises and practice in daily function

activities. We examine the need for and provide adaptive equipment. We design, build, and fit hand and arm splints. We visit home and work settings to plan for environmental changes. We provide emotional support through the adjustment process which naturally accompanies the previous physical and perceptual losses many of our patients suffer. It is a constant source of amazement to me how strong the will to live and function as a person really is, even in the severely disabled."

Jo's major professional interest is in the area of apraxia, a psychomotor disorder one manifestation of which is a more or less complete inability to execute purposeful movements, and she enjoys her present opportunities to conduct research in this field. In the fall, she was invited to deliver a paper on "Testing for Ideational and Ideomotor Apraxia" at the American Occupational Therapy Association's annual national conference.

Also a talented artist whose hobbies include drawing, block printing, and clothing design, Jo served last year as illustrator, as well as science and rehabilitation consultant, for *The Emotional Adjustment to Illness* by Karen Noonan, published in July by Delmar.

Jo hopes eventually to teach the neurosciences on a college or graduate school level. "The more I study," she concludes, "and the more neurology patients I see, the more I realize I have to learn. If given the opportunity I would like to go for a Ph.D. in neuropsychology, or at least read like crazy!"

Head nurse

Carol Flynn '63. Lexington, Massachusetts.

Carol Flynn has been a head nurse at Newton-Wellesley Hospital for ten years, and cannot imagine herself pursuing any other career. For three months, during 1972, she accepted on trial the position of coordinator of nursing practice at the hospital, but decided to return to her head nurse status because it offers more direct patient contact. She feels that her present position offers her an ideal combination of direct nursing and administrative responsibility, and would not accept a post which would take her any further away from the patients.

"As a head nurse," explains Carol, "I am responsible for coordinating the care of the thirty-nine patients on my unit. Although this sounds largely administrative, I am able to participate in the actual giving of care to patients, as well as in helping patients and their families plan their care during and after hospitalization. In addition to coordinating the activities of my own nursing staff and of the nursing students who have clinical experience on my unit, I am involved in working with members of many other health disciplines. It usually

is nursing that coordinates the activities of all of these other professionals—trying to meet the patients' and families' many needs during hospitalization."

Carol has been very active in the Massachusetts Nurses' Association, and served as a Massachusetts delegate to the American Nurses' Association convention in San Francisco last summer. In 1974 she received the Distinguished Service Award from District V of the MNA—she describes it as an annual award given to one member "for lots of hard work over a period of years!"

Carol's vacation hobby is travel—she visited the Orient in 1972, and last fall she spent some time in Moscow and Leningrad where she was afforded the opportunity to visit a Russian hospital.

Carol's greatest satisfaction in her work comes from "seeing the results of coordinated, multidisciplinary care, whether it means for the patient a return to good health, the ability to live with a chronic disease, or maintaining comfort and dignity in death. It is also gratifying to aid in the development of new professionals."

Pediatric nurse practitioner

Patricia Mulhearn '69.
North Conway, New
Hampshire.

Pat Mulhearn received her master's degree in pediatric nursing from Yale last year, and is currently a partner with a pediatrician as a nurse practitioner in an office in North Conway.

"It is difficult to explain just what a pediatric nurse practitioner is," relates Pat. "In fact, many of the patients and mothers get confused about my title and call me 'Dr. Pat.' I am, however, a nurse who has had extra training in the care of children, and my special function is one of counseling and teaching. That means that I counsel and talk with everyone from a mother of a newborn baby to an adolescent who has questions or problems related to his or her growing up. And yet, in addition to counseling and teaching, I perform physical exams and I treat many common pediatric and adolescent illnesses.

"The pediatrician I work with and I have merged in the office to form a team. While her special skills are related to medicine and diseases, my skills are related to psychosocial aspects of development. We both perform physical exams; we both treat minor illnesses. I counsel children or mothers with common problems; the doctor treats more serious medical diseases, and prescribes medicines.

"I see patients each day on an appointed schedule. For every patient I obtain a history, do a



physical exam, and perform whatever laboratory tests I think are necessary. I give immunizations, test vision and hearing, and answer any questions that might be asked. While I am carrying out these tasks, and especially while I am obtaining a history, I try to encourage discussion between myself and the mother or child. That

Obstetrician/gynecologist

Ann Barbaccia Pollack '68.
Wantagh, New York.

After receiving her M.D. from New York Medical College, and completing an internship at Hartford Hospital in pediatrics, Ann Barbaccia took a year off to enjoy her new son (now 14 months old); she is currently two-thirds of the way through her first year of residency in obstetrics and gynecology at Nassau County Medical Center where her husband, Lorey, is also a physician.

Her responsibilities include fol-

lowing prenatal, intrapartum, and postpartum women, doing deliveries and cesarean sections, and providing family planning and gynecological services for the hospital's clinic population. Although she is frustrated by the quantity of red tape involved in delivering quality health care in a county hospital, Ann is very satisfied with her work. She likes really being able to help her women patients, for example, to make a process such as childbirth more gratifying and less painful, and she thrives on "being mentally stimulated and alive every day."

Pat, who would eventually like to practice her theories on her own children, plans to conduct more research related to the pediatric nurse practitioner and her effectiveness in the care of children. She has already completed an article entitled "Mothers' Reactions to Well-Child Care by a PNP-MD Team" which grew out of her thesis at Yale, and she hopes to see it published soon.

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Private Enterprise

Card and gift store owner

Kathleen Crofton Harrington '63.
West Hempstead, New York.



Kathleen Harrington and her partner, Pratt Institute graduate Connie Proto, started out decoupage photographs and mounting mementoes for themselves and members of their families. Their results proved so popular that they eventually began to market their efforts during 1973, presenting their work to the public via *The Shop*—operating by appointment from their homes. They publicized their expanding business by giving home parties, and displaying their work at charity and church bazaars, antique fairs, and for club programs.

As Kathleen and Connie worked

with people from the surrounding areas, and continued to place decoupage orders, they began to consider the idea of opening a unique card and gift store in Garden City, "an area," explains Kathleen, "which very much needed one."

"One afternoon last June we were on our way to a flea market to display our decoupage when we noticed a For Rent sign on a store on Franklin Avenue in Garden City (the Fifth Avenue of Long Island). Within a week we had signed the lease and *The Shop* had a new home. Then the real work began.

"Connie and I spent four weeks

in July pounding the pavements of New York City, looking for original gifts, card, party goods, and stationery. By the end of July all orders had been placed, and we set September 14 as our opening day.

"Because our decision had been to buy the finest inventory, there was not too much left from our original investment to decorate our store. In a period of four weeks, Connie and I built all our displays, and painted and decorated the store inside and out.

"Two weeks before opening day, United Parcel went on strike and we had only received a quarter of our inventory. There was no hope in sight—all of our merchandise was tied up in warehouses. So Connie and I went into the trucking business, going to warehouses all over New York to pick up our merchandise.

"On September 14, *The Shop* opened. Connie and I realized we had done a good job, but we weren't prepared for the public's reaction. Wow! We had become the talk of Garden City."

Kathleen feels that there were four basic elements that contributed to the initial success of their enterprise. First, they tried to give the store what Kathleen refers to as

a "Stratford-on-Avon" look. Secondly, they have stocked cards from a number of card companies all over the world, having cards for sale that are not available anywhere else. Third, they developed a unique display for their party goods, so unique in fact, that the president of the company flew in from Indianapolis to see for himself, and has decided to market their concept throughout the country. Finally, they sell gifts ranging in price all the way from \$.25 to \$500. Kathleen and Connie have also brought their decoupaged photographs into the store, and she reports that "they are taking off like wildfire."

Kathleen feels that a major factor in their success has been that each has a partner who can pick up where the other leaves off. "There are days when you just can't put it all together," she admits, "especially when you have young children." (Kathleen's two boys are 5 and 3; Connie is also the mother of three young children.)

Other than the difficulties *The Shop* has had obtaining credit, which Kathleen attributes to undisguised prejudice against women in business, the two partners are so far very satisfied with their venture. "Every day I am challenged by the public," says Kathleen. "I am challenged by financial problems—how to gamble on new merchandise, hoping the public will like it and buy; challenged by the creative—how to keep the store up to date and competitive in design; and challenged by neighboring stores—the expression 'ready to cut your throat' is really true!"

Silk screen artist and designer

**Sandra McGrath Huke '67.
Rockville, Maryland.**

Sandy Huke and Pat Ryan '67 started their own silk screen design business, *R-H Designs*, in 1971 in a studio in Bethesda. They design and print custom invitations, birth announcements, wedding invitations, cocktail napkins, Christmas cards, tee shirts, flags, materials, and large serigraphs for wallhangings. "We literally print anything with a flat surface," explains Sandy. "We've even done several things on plexiglass."

Sandy and Pat work strictly on a commission basis; they don't handle anything on consignment. "We've had a great deal of good fortune in our business," Sandy reports. "We have never advertised (we could never afford it!) and we owe all our clientele to word of mouth and newspaper and magazine articles." The latter include four articles about *R-H Designs* in *The Washington Post*, and several mentions in the *Washingtonian* magazine.

"Pat and I find our public very eager to allow us total say over their design problems," continues Sandy. "They have complete confidence in our artistic senses which is quite a unique sensation: as art students and even working in jobs under someone else we never had that kind of confidence in ourselves."

Sandy, who worked full-time for three years and has now cut down

her hours since the birth of her son in October, plans to remain in the silk screen design business. "I'm using the training I received in school and my own basic talents, both to keep myself fertile and alive and (a nice bonus!) to earn a living."

Interior designer

**Susan Casey Engel '65.
New York, New York.**

Susan Engel and her college roommate, Dorothy O'Connell Morton '65, became partners in their own interior design business in 1968, after attending Parsons School of Design and New York School of Interior Design, respectively. They decorate New York City apartments primarily, ranging in size from one to fifteen rooms. "Most of our clients," reports Susan, "are professional working men, women, or couples who hire us as a service to create their home environment. They have no time or interest in doing it themselves. The environments we create are very high style and very personal—always suited to the individual(s)."

Susan values her work for the creativity, stimulation, and financial independence it offers her; they hope, in the future, to be able to tackle bigger jobs, and to show some published results. The only drawbacks Susan sees in her work are that it is, on occasion, too strenuous physically, and that she and Dorothy must often deal with such aggravations as unreliable sources and poor workmanship.

Freelance graphic designer

Elizabeth Barry '68.
Boston, Massachusetts.



Betty Barry has been working as a full-time designer since 1970; in the last year she has branched out on her own to become a freelance graphic designer, primarily for educational divisions of publishing firms and local colleges and universities.

She has won a number of national awards for her work, including an award of excellence in 1972 from the American College Public Relations Association (ACPRA) for a brochure she designed at Newton; and recognition in 1974 from the American Alumni Council (AAC) for her design of the *Radcliffe Quarterly* (publication of distinction), and from ACPRA for her work on *Newton Newsnotes*

(certificate of merit).

In recounting her employment history, Betty recalls: "After graduating from Newton I attended the Radcliffe College Publishing Procedures Course for the summer. Choosing not to interview for a job immediately, I left for London, where I was employed by a department store, selling ski clothes and equipment.

"Since I had never been abroad, the time spent in Europe was very happy. I thought I particularly would relish the freedom from a regimented academic atmosphere, but found that I soon sought a productive existence, especially in artistic terms. The difficulty of obtaining or revising work permits and working for \$27 per week coupled with a lack of work experience finally sent me home. I wanted to see if I could earn a living doing what I liked most: designing.

"Back in Boston I began interviewing, trying advertising agencies and publishing firms. I had no portfolio, save for a few slides of paintings and some drawings. I had what I thought was a good background in art from Newton, but really not much to show in a tangible way. I had never used a t-square, ruling pen, or type specification book. But I had been taught to think and find solutions for

design problems in my classes at Newton. I found that the translation of an esoteric B.A. into a marketable B.A. would necessitate the acquisition of some rather pedestrian skills, and not another degree.

"A Boston agency then hired me as a 'traffic assistant'—a job opening which had been referred to me by a classmate who was working at the firm. I coordinated jobs between copy, art, and production by drafting schedules for each department and generally prodding the creative people to produce for the deadlines. After that, I became a 'production assistant' which was far more fun and instructive. I worked with the head of production, seeing printing and type salesmen, preparing and obtaining bids, and attending to the work contingent to actually producing an ad once it left the drawing board in camera-ready form. Yet, because I was inexperienced, many of my duties consisted of calling messengers and cabs, wrapping packages, ordering stats, and getting my boss lunch.

"Physically and practically I was then closer to the art department, a relationship which was to prove indispensable to my professional development. Although I didn't realize it at the time, I was rapidly absorbing an understanding and

facility with the very things with which I currently deal.

Whenever there was a slack minute, I would hang around the art directors and ask them questions and watch what they were doing. I probably drove them insane; but they were very patient and helpful. I quickly learned that if I were ever to work as a mechanical artist I would have to show them I could do the work. Consequently, I bought some basic equipment and set it up in a corner of my crowded apartment. At night, I would do practice mechanicals using extra repros (reproduction proofs) from work. The work I did was then critiqued by the art directors. The outcome was that I was promoted to replace a young male who left his job to be an art director at another agency.

"The job was mechanical artist; that is, a person who prepares camera-ready art from layouts designed by art directors—not very creative, but certainly a beginning. Soon I was becoming proficient and, most important, *fast* in turning out pasteups. Six months later I was laid-off with one-third of the other forty-five employees. Sad.

"After two months of collecting unemployment checks and beginning to assemble a portfolio, I took a job as a secretary to an interior decorator from whom I learned

something about pinch pleats, cornices, and Chippendale. Shortly thereafter Newton College hired me as director of publications. The arrangement was mutually agreeable: the College didn't need nor had the money to hire an accomplished designer and I was young and needed a forum.

"The work at Newton was varied and fun. Drawing upon the agency experience, piece after piece was designed and printed. Steadily the portfolio grew and people began asking me to do freelance work.

"Over a year ago I left Newton to design children's readers and freelance. The amount of work has steadily increased, and I now work in a studio in my apartment.

"Most of the work I do is called graphic design or, in the realm of publishing, book design. That is, the work involves determining layout, size, typeface and point size, ink and stock, and selecting photographs and illustrations. The kinds of pieces I design are magazines, brochures, ads, product catalogues, letterheads, cards, etc. I also do some illustration for this work.

"In book design, I do not make some of the determinations previously listed. The production departments in publishing firms send me a skeletal list of specifications, including trim size, margin re-

quirements, and number of pages, to which I must conform. As a book designer, I decide where and how the text is to appear, where illustration is to be, and suggest the content and type of illustration, as well as the palette.

"In a sense, designing a magazine or brochure is more satisfying because I determine the entire look. Book design, on the other hand, is not the product of one person; it relies upon an illustrator to create the mood a designer has selected within certain confines. However, the fantasy and freedom allowed in children's books and the creative possibilities of four-color printing make this area of book design exciting.

"I find the two kinds of designing challenging; they complement each other. It is fun to design for disparate groups of readers and see an overlapping of approaches.

"I enjoy what I do. Since I am not working for anyone on a full-time basis, I am able to arrange when I work. When I was employed by a firm and receiving a salary, I knew that I had to physically be at a drawing board, even though there may have been little to do. Now, because I depend upon income from a variety of sources, I find that I use time more efficiently and am working longer hours, because it is fun."

Scholarship

Theology doctoral candidate

Alice McDowell Pempel '64.
Ithaca, New York.

Alice Pempel is currently in the process of doing research for her doctoral thesis in theology at Fordham in the "general area of altered states of consciousness and mystical experience, based in large measure on a typology of the levels of consciousness developed in the early work of Houston and Masters (directors of the Foundation of Mind Research and authors of *The Varieties of Psychedelic Experience and Mind Games*). These levels include the sensory, the recollective-analytic (personal experiences and psycho-therapy), the symbolic (archetypes, rites, myths), and the integral (the deepest level where psychological wholeness, 'illumination,' and confrontation with the Ground of Being take place). It is this fourth level with which I am working. Using subjects drawn from the experiments in altered states conducted by Houston and Masters, and by Richards and Grof at the Maryland Psychiatric Research Center, I am constructing a topology of the symbols, structures, inner logic, etc. of

the actual experiences within this level based on an analysis of transcript data from individuals who have had trance experiences at this level, both drug, but mostly non-drug, induced. This material, once analyzed, will provide the basis for a dialogue with more traditional religious works such as Gregory of Nyssa's *Life of Moses*, Simeon the New Theologian's *Centuries of Callistus*, and Aurobindo's *The Life Divine*.

"The findings so far have proved fascinating. For too long now, theology has concerned itself with symbols, concepts, and rational structures apart from the experiences which generated them. This thesis should provide one way to get back to these rudimentary experiences, giving deeper meaning to these symbols and concepts. Further, the thesis bridges the chasm that has kept theological studies somewhat isolated from contemporary psychological and experimental findings.

"I have wanted to stay home with my children during their precious and fleeting pre-school life and have thus fitted my work schedule into theirs. Therefore, progress in obtaining my Ph.D. has

been slower than some but no less rewarding."

Alice's progress on her degree was also interrupted (pleasurably enough) by eighteen months spent in Japan while her husband was doing research for his recently completed doctorate; the Pempel's second son was born there.

Alice, who is coordinator for and a teacher in her parish's adult religious education program, has also studied Tai Chi, a form of Chinese meditation using dance-like movements, and practices it daily. She has also studied in detail dream analysis, and, in addition, dabbles in the construction of astrological charts.

"I am very satisfied with my career," continues Alice, "because it is exactly what I want to do. It took me quite a long time to come around to this position. I was a math major at Newton and went to graduate school in mathematics for a year before becoming a statistical analyst for two years. Only then did I return to graduate school in theology, and it still took a few more years before I settled on my present field of interest—the psychology and phenomenology of religion."

Science

Psychology doctoral candidate

Nancy Shea Cotton '67.
Boston, Massachusetts.

Nancy Cotton is currently engaged in writing her doctoral dissertation at Tufts on the emergence of independent behavior in children during the second year of life. Also, on a part-time basis, she does psychotherapy with children and parents at a component of the Tufts Medical Health Center. In addition, she is a part-time consultant to the alcoholism unit (Appleton Treatment Center) at McLean Hospital in Belmont, where she previously held a fellowship supported by the Massachusetts Division of Alcoholism; she may do some work with children of alcoholics in the future.

Nancy hopes to complete her doctorate this summer, and then plans to do full time, primarily clinical, work with children. She also plans to do some research, pursuing her interest in infancy and attachment behavior; she has already authored three professional articles pertaining to Down's Syndrome and the development of attachment, familial incidence of alcoholism, and the influence of parental alcoholism on the development of their children.

Archaeologist



Patricia Cecil Bikai '65.
Tyre, Lebanon.

After receiving her M.A. from the University of San Francisco in theology in 1969, Patricia Bikai began study for her Ph.D. at the University of California's Graduate Theological Union. She first went to Lebanon in 1970 with an archaeological team from the University of Pennsylvania as part of her Ph.D. program, under a Ford Foundation Grant. She worked in Lebanon for ten week seasons in 1970, 1971, and 1972, and in 1972 was married to the chief of works in the Tyre excavation and went to work there as assistant to the director of the department of antiquities, Emir Maurice Chehab. "The first work I did," explains Pat, "was to open a series of Roman tombs in the necropolis here. This entailed directing workmen to sift through all the sand in the tomb and gather the objects, draw the placement of the objects in the tomb, restore broken pieces, and register them. In the fall of 1971, the Emir Chehab asked me to do an excavation under the Greek Catholic Church here in Tyre. It was in the process of being restored to its eighteenth century condition and not in use. I uncovered a Crusader Church under it and because my husband is Greek Catholic we were married in the upper church as

soon as the excavation was finished.

"I then began the project I am still working on: a study of the chronology of the pottery of Tyre. Pottery is the key to dating in most archaeological situations, and this involves very detailed working out of the sequence in which the different jars were used. The director gave me permission to write my Ph.D. dissertation on the subject, and I expect to complete it next year. The greatest part of the work has been the sorting and classifying of the 25,000,000 or so pieces of pottery already excavated here. I also did a small excavation in the Phoenician part of the city to clarify some of the sequence problems."

Patricia is very satisfied with her work; she supposes that "the sheer excitement of it and the satisfaction of producing a finished piece of research is at the heart of it. Also, I am generally free and on my own to work as I see fit."

Patricia has authored several articles in her field, including "A New Crusade Church in Tyre" for the *Bulletin du Musée de Beirut*, an article on the church she excavated. She was also one of the subjects of an interview in an article entitled "The Phoenicians: Sea Lords of Antiquity" in the August 1974 issue of *National Geographic*.

Applications engineer

Judith Dow '68.
Boston, Massachusetts.



After five years as a senior research and development engineer with GTE Sylvania, Judy Dow was named to her present position as an applications engineer in the marketing division, and is the first woman to become a member of the technical marketing staff.

She describes her function as that of a "product manager, having full responsibility for the marketing research and development in the specialized area of photopolymerization. As the technical liaison between the customer and the factory, based out of our Salem facility, I work closely with the engineers in a research and development capacity. Approximately half of my time is spent

traveling throughout the country providing technical assistance and expertise required by customers in the initial stages of their product development work."

Judy, who holds a patent on "High Strength Electrical Leads for Barium Titanate Disc Type Thermometers" was nominated by GTE Sylvania for a White House Fellowship in 1973. She has done special studies in organic chemistry at MIT, and is very active in the International Society for Hybrid Microelectronics, serving as the national public relations chairperson and as a member of the executive council during 1973-75.

Judy has set herself the goal of becoming the first woman vice-president of GTE Sylvania. "I feel I have made the initial step toward this goal," she explains, "by being the youngest member of the staff and one of the two women having a position within the corporate structure of the company.

"I am extremely satisfied with my career. I find my job exciting from the traveling aspect, intellectually stimulating from the technical aspect, and extremely rewarding from the personal aspect. In all situations I am free to make my own decisions and judgments. I have been given a great deal of responsibility and am expected to obtain the end result by my own strategy and methods."

Research chemist

Michele Sullivan '68.
Hastings-on-Hudson, New York.



After receiving her Ph.D. in biochemistry from the University of Virginia a year ago, Michele Sullivan went to work as a research chemist in the food ingredients section of the Stauffer Chemical Company in Dobbs Ferry. She is currently writing a technical brochure on Stauffer's whey protein products which is the area of her research; she explains that "whey is what is left over when cheese is made from milk. Cheese makers were disposing of billions of pounds of cheese whey as waste

and polluting our rivers and streams. There are valuable food materials in cheese whey, which comes from milk originally. Our company is one of several that are now processing cheese whey and recovering useful products. Our process produces four products: lactose and three protein-containing products, each with different properties and slightly different composition.

"My job is to provide basic physical and chemical data on these protein products so their uses

in foods may be expanded. Besides their good nutritional value, whey proteins have many unique functional properties that make them ideal for use in food products, such as whippability and water- and fat-binding properties.

"I thoroughly enjoy my work and would encourage people to do things they enjoy and which give them satisfaction. Any career requires a certain amount of dedication and time, but science is one of the most time-consuming. I have found, however, that the few things I have given up aren't much compared to the benefits and enjoyment I have gotten from my work.

"I enjoy lab work and trying things out for myself. Therefore, the paper work necessary is burdensome in that I don't spend as much time in the lab as I would like. In most scientific positions, the more you advance and the more responsibility you attain the less time you can spend in the lab. I would eventually like to be in charge of several basic biochemical research projects, but would still like to be able to get in and do a little work myself. Like every other scientist, I would like to find or discover something new and interesting that could help humanity in some way."

Social Service and Community Action

Clinical psychologist

**Katherine Raleigh Di
Francesca '64.**
La Jolla, California.

Kay Di Francesca holds a Ph.D. from St. Louis University and is currently employed as a clinical psychologist for the San Diego county mental health department in the areas of forensic psychiatry and adult probation. She sees defendants who are awaiting sentencing for felonies, evaluates them psychologically, and makes recommendations regarding sentencing alternatives. "Persons are referred to me," explains Kay, "by probation officers and sometimes judges. Generally, the defendants have raised questions in someone's mind about their functioning. Often the questions revolve around a hint of bizarreness; sometimes the questions emanate from a glimpse of hope or strength seen by a probation officer.

"I also consult with probation officers concerning probationers they are supervising, and I see probationers in psychotherapy. My case load is small; persons with little means to seek therapy elsewhere are my concern.

"The thing I have learned most

from my work is that there are very many nice people in jail. Common sense says that people are neither all good nor all bad. When I meet someone I like and respect, and am aware that they have committed a crime I could never condone, all my preconceived answers die."

Kay, who has been working full-time for the past year, was previously employed part-time as a school psychologist in Maryland, and bemoans the lack of interesting, challenging half-time positions which would enable her to spend more time with her husband, also a psychologist, and their two sons. "A good half-time person contributes more than half the work load, and brings a refreshed spirit and a positive attitude to their work," she comments. "I would prefer a half-time position."

Kay's future plans include becoming a graduate and undergraduate psychology teacher. Her only complaint about the practice of psychology is that "there is much more not known than known. My limitations and the limitations of this field are painfully apparent daily. However, I enjoy my work exceedingly, and I honestly learn every day."

Community organizer and teacher

Pat Hanrahan Loewen '64.
Jackson, Mississippi.



Pat Loewen has spent the last four and a half years as a community organizer for *Operation Shoe-string*, a "grass-roots" social service organization in Jackson, and is also active in the Jackson Women's Coalition and the Mississippi Civil Liberties Union. Until September, the main thrust of her work was the organization of a tenants' union among the poor black and white residents of Jackson. She has

made several short radio shows about housing, and was interviewed by a local station when they did a documentary on housing in the city. Pat is the only person who's been working steadily on ghetto housing in Jackson for the last four years.

Since September she has been working as a kindergarten teacher for the same organization. "I am still an organizer in my work with the parents," she explains. "We have an active parent group, and are now meeting to set up a food coop. I do spend most of my time with the children, though, trying to give them valuable and enriching pre-school experiences in a warm and happy environment. It's hard work, but fun! I am proud to be doing something which is making my environment more like what I want it to be."

Pat, who received a certificate of study after two years at the Sorbonne, and an American Montessori Society teaching certificate in 1967, is the mother of two pre-school children. Her husband is a sociologist and the author of two books about Mississippi. "Work and motherhood are exciting and fulfilling," Pat concludes. "The combination makes it better."

Psychiatric social worker

Katherine Byron '66.
Cambridge, Massachusetts.



"While I was at Newton," recalls Kathy Byron, "I volunteered as a counselor at Lyman School for Boys—I enjoyed the experience a great deal and went into a social work training program so that I eventually could get a job in the field."

"Social work training was such a rude awakening—it was not an academic degree where you studied material, and then wrote a paper. All of a sudden, I realized that I was going to need what I was learning in order to help the person who came seeking service from me. It made the book learning real—and ever since I have always been involved in ways I can learn so that I can expand my skills. Sometimes I laugh when I think about how naive I was with my first clients—the delinquent boys at Lyman School. But I cared about them and that was the first step, and the most important thing they needed."

After receiving her master's in social work from Boston College in 1968, Kathy took a job as a psychiatric social worker at a mental health clinic in Brockton. Since 1971, she has been on the staff of the Harvard Community Health Plan (a prepaid group practice which is a health maintenance organization); she has also been in the private practice of marriage and family counseling for the past three years.

"At the moment I am the only social worker on the staff of the Community Health Plan," explains Kathy. "I work with pediatricians and nurses as a consultant as well as providing direct service in the form of a psychiatric evaluation of children and families where a problem has been identified. At the moment I am leading a psychotherapy group for mothers who are having difficulty managing, and for a group of adolescents."

"The Plan is invested in the

prevention of illness and much of what I and my colleagues in child psychiatry are doing is in the area of early identification of developmental deviations and attending to problems before they become magnified. If a family needs long term care, they are referred to one of the facilities in the community. I find the work very exciting and challenging and an opportunity for new learning.

"In my private practice, which I conduct in a separate office in the Back Bay, I see clients for long term counseling. This involves taking the full responsibility for the people with whom I am working. It provides me with the opportunity to establish an on-going therapeutic relationship in order to work out the problems which an individual may be facing in his or her life."

Kathy is thinking about the possibility of pursuing a Ph.D. in psychiatric casework; she would eventually like to teach in a school of social work, and is presently supervising the work of a graduate student in social work three days a week.

Kathy is absolutely satisfied with her career—she has been able to "really help people to change their behavior patterns and make a better life. I have learned so much about people and about myself and what is important in life," she continues.

"The most important things to people are to feel worthwhile and accepted and good about themselves—to help people identify those areas and work on them is incredibly gratifying."

Birthright director

**Alice Ann McLaughlin
Grayson '64.
Arlington, Massachusetts.**

Alice Ann Grayson founded the Boston chapter of *Birthright* in October, 1973 and is currently serving as its director. She describes the organization as "nonprofit, non-professional, nondenominational; it offers emergency pregnancy counseling to girls and women with problem pregnancies. Our sole purpose is to offer the person-to-person friendly help which enables our clients to overcome their difficulties and carry their babies to term. We try to keep things on a personal basis. We'll accompany the girl to tell her parents, or have her to dinner, or go to the movies."

"We are the only chartered, nonprofit, volunteer group of this kind in Greater Boston. We offer possibilities for employment, places to stay, referrals for medical assistance and other professional resources, and clothes for our clients and their new babies."

"During our first year of existence we handled about fifty cases, and it is safe to say that approximately twenty of these women were considering abortion until they found *Birthright*."

"*Birthright* is a positive alternative to abortion. Its guiding principle is: 'It is the right of every pregnant woman to give birth, and the right of every child to be born.'"

"*Birthright* is an example of women doing something about

right itself—rather than women's rights."

Alice stresses that *Birthright* makes no judgments, and criticizes some pro-life proponents who cover their car bumpers with slogans like: "Abortion is Murder."

"I wouldn't have one on mine, because a girl walking into our office will feel we've already made a judgment," she explains.

Alice, who holds her master's degree in education from Tufts and was previously employed as a school guidance counselor, lives with her lawyer-husband and two young daughters in the Boston suburb of Arlington, where she is also director of the local FISH chapter, another volunteer service organization. She has committed her life to fostering traditional family values, which she feels are fast disappearing in the modern world.

Psychologist

**Roslin Moore '66.
Brighton, Massachusetts.**

Currently employed three-quarter time as a junior staff psychologist at Kennedy Memorial Hospital for Children, Roz Moore is also studying for her Ph.D. in pastoral counseling at Boston University Graduate School of Theology. She holds the Robinson and Beebe Fellowships for 1974-75, and is the only woman in the program at the Ph.D. level.

Before receiving her master's in theology from B.U. in 1974, a three-



year degree with an emphasis in child and family therapy, Roz had accumulated a variety of work experience in the varied areas of teaching, counseling, and community organization. She was on the faculty of Newton Country Day School for three years, and spent one year as a part-time counselor at Newton College. Summer experience included one summer coordinating an ecumenical multi-racial school in Roxbury, one summer as an urban intern in community organization in Providence, and one summer directing summer residence programs at Newton. Internship experience during her degree program included a year as a clinical case aide at Boston State Mental Hospital, and a year as a clinical intern in the psychology department at Kennedy Memorial, where she is presently employed.

Roz defines four aspects to her present work: "1) Diagnostic evaluations of children referred to the hospital which consists primarily of testing, interviewing if the child is old enough, or of a diagnostic

play session, and is generally done with a team of therapists, i.e., occupational therapists, a pediatrician, reading specialist, etc. when the child comes for an inpatient evaluation; 2) family therapy—generally with families whose children are in the hospital, or have been evaluated by the staff; 3) team teaching a course to eight handicapped children which is concerned with labeling, identifying, and expressing feelings; and 4) seeing five children in therapy which ranges from non-directive to interpretive psychotherapy. The children's areas of difficulties comprise behavioral as well as emotional disturbances. Play therapy is often the means through which the children work out their problems."

Roz, who is recently married, plans a career of clinical, pastoral, and teaching work. She also aims to do research in the area of the function of religion in relation to a child's mental health.

Poems

Winifred "Oyoko" Loving '69

Khema

Flower/daughter of the dawn
 of civilization
The essence of my undiluted love
Youthful motor of the purest of dreams
Tenderest branch of my fertility tree
Joyful worshipper of everything in Nature's splendor!
 Sweet Khema,
I bet you think
yr mommy
is corny.
November 2, 1973.

Mountain High

He spoke words
Warm as a tropic smile
His brightness
Attracted me to his
heights of heavenness
 (said i was only semi-happy
 in the valley)

We played, we ran
Hands loosely held
Through spaces of yellow sunshine
He whistled while I sang
The moon kissed the sun
In our presence.
I always wanted to climb a mountain.

We're almost there now.
I can feel the atmosphere
Changing gently.
I am getting used to being
High on a cloud
On a natural man.
Being totally happy is not
Unreal anymore
Mountain tops are heady places
To view the valley from.

The aquas and greens
From my head swimming love-perch
Are the crispness of his kisses
On my forehead
In our heaven.
January 10, 1974.

Just Family

Speak to me, brother
of blackness/power/

Speak
to
me
'bout

in/de/pen/dence.

Sounds cool.

Our land

Our own black thing

Our resources

Our own imaginations

Our economics

Our own laws (that we write)

Our schools

Our own research

Our minds

Our own homebase

Our gods

Our own beliefs

Our Arts restored

Our own History revived

Our questions answered

Our own genius

Our justice

Our own solidarity

Our needs fulfilled

Our own/all us/all ours/ours all

In/de/pen/dence.

In/de/pen/dence.

Speak on it, brother ... soundin' mighty fine.

Independent of the white man ... rap to me!!!

WAIT ...

WHAT YOU SAY??? HOW YOU SOUND!

Don't you know/brother/

being independent/

of the white man/means/

BEING INDEPENDENT/

of the white woman/too!!!

November 3, 1973.

The Concrete Tide

i carve your face
on the midnight summer's earth
and sing a song of changes
waiting in the belly of your memory.

the amber lights in my eyes
are dim from eons of
looking for you to return.
the whisky i breathe
keeps my blood blue.

you butchered my heart
when you boldly moved on.
i have the pieces here
in a newspaper dated ten years ago.

now the concrete tide
slams my body over the beach
where we stole and rolled and
made a son.
menopause is behind me too
and i got a knife in my pocketbook for you.

October 7, 1974.

Wishful Thinking

If only we could know
For Sure
Just how much time we have,
six months... a year?

If only we could know.
Perhaps then. . . God willing,
We could plan
Plan tomorrows filled with rich, toasty
golden moments
cuddled softly in each other's dreams.
We could speak in silence
And hear our echo resound

If only we knew.
If we could bet that the clock hands turned in our favor.
And the feelings we birthed
 we nourished
 and now share
would keep right on living
and defy the odds

If only . . . if only
then this something so real, so gratifying
(that poets and fools call love.)
could breathe on its own
And grow stronger
and be . . . just be.

So til we know
Keep it alive
Don't let it die
Even if it's only
for tonite.

All the Wild Possibilities

Barbara Schroetter Speck '62

When Paul and I decided to open our own high school, it seemed to be the logical, even obvious thing to do. Paul had twenty years' experience in public and private high school education; he had a clear conception of the best circumstances for learning and for teaching. I had an M.A. in Medieval English literature, experience in publishing, promotion, and business. And we had always wanted to work together.

Thoreau's observation that "most men lead lives of quiet desperation" had meaning for us in March of 1972, when we learned of the suicide of a friend. This was the specific impetus for our decision. We were certainly happy enough: Paul's teaching was going well; I enjoyed my freelance and full time publishing work; our two boys gave us great joy; our old house in midtown Toronto was comfortable, and kept us busy with perpetual renovations; we were very active in municipal issues—for Toronto is a city where citizens have a great deal of input into governmental decisions.

But a suicide is a terrible jolt: a warning that your control over your own life can slip away until the only control you have left is to end it. That very day that we heard of our friend's death we decided to open our school; and that has opened our lives to so many new and rewarding experiences.

In March of 1972 we made our decision; the following month we ran newspaper and magazine ads. That September we opened with five students, as many staff, a full curriculum for grades 9 to 13—and in our own home, a four-storey Edwardian town house, about 70 years old. As I write this, in November 1974, our third year, we have an enrolment of 70 students, 6 full-time and a dozen part-time staff, and our "new" building, much larger and more elegant, built in 1890.

A concise summary. But note: I said opening our school *seemed* to be a logical, obvious undertaking. Luckily, we had no inkling of the amount of work, stress and challenge entailed, for we probably would never have opened. And then we would not have experienced the excitement—the exhilaration: the constant learning experience for ourselves, the happy

teaching milieu, and the gratifying response from a successful learning environment for our students.

To say nothing of the unorthodox, sometimes even crazy situations we found ourselves in from time to time would distort the picture a little. There was the cloak and dagger experience of evading the city's zoning inspectors, when it was discovered that the building we purchased for the school in our second year (and lovingly and painstakingly renovated) was contravening the zoning regulations. While Paul and I hunted frantically for another building, the zoning inspector hunted for us, to serve us with legal notice to shut down the school. One day the inspector recognized my orange coat going in the front door. He immediately followed. As he came up the steps I crouched under the window sill of the front room; the staff denied I was there; the inspector went back to his Volkswagen, strategically parked to give him surveillance of the street, of the school, and of our own home down the block. But I slipped by him, wearing someone else's coat, a long muffler wrapped around my neck and half my face, and sandwiched between two taller staff members!

There was the day "Crazy Jane" and Lisa finally settled their differences and became the best of friends. Jane was fastidious to a



fault; Lisa was unbelievably slovenly; and they were roommates. They were constantly screaming at each other and slamming doors; but they were inseparable. Finally, Jane clobbered Lisa with an ashtray. We spent the next five hours sorting out the details and trying to decide what to do, Lisa—a bandage wrapped dramatically around her head mummy fashion, and Jane—sullenly slouched in her chair, insisting on entirely different stories. By the time the parents became involved, hurling accusations at each other, from our office to Florida via phone, Lisa and Jane were smiling across the room at each other.

There was the Halloween party at which the most unimaginative student came up with the most creative and funny costume; and the long, frustrating conversations with his parents who were furious that he wasn't getting higher marks than B's, while the boy was obviously flourishing personally from the environment, and developing emotionally. The retiring, studious, dull little boy was becoming sociable, witty and mature. But his parents hadn't noticed.

Our school is named The Annex Village Campus. The Annex is the midtown residential neighbourhood we live and teach in, a village until its annexation to the city in 1873, and still a flourishing, diversified community. Because of the abundant cultural and commercial resources in our neighbourhood, and the proximity to downtown Toronto and the University of Toronto, we consider the city our campus; we are a city-school,

hence the rest of our name.

We are a structured school, stressing traditional liberal arts education, leading to university, but encouraging student use of the business, artistic, and professional community for work-study projects related to their courses. We differ from traditional private schools in our atmosphere, which is informal and personal, without the formal and authoritarian restraints associated with private education. We are not a free school: the students must attend classes to receive their credits, they must participate in class; students and parents are not invited into the decision-making areas regarding curriculum or staffing. But a very close, personal contact is maintained with students and parents.

The Annex Village Campus is a happy, humane learning place. We have gathered together a talented, youthful staff, who relate well to our students and who love teaching. All of us find it an exciting and happy place to be in.

Running your own school is a totally absorbing experience, especially when it is operating in your home, as it did for our first year when we opened with five students, finishing the year with ten. In the second year, with an enrolment of 43, we operated in a building up the block, which we bought for the school but which was not suitable because of zoning regulations. That year we also ran boarding facilities, four of the eight boarding students living with us, and all of them eating with us in our house. We had a cook for weekday lunches and dinners; in

the mornings and on weekends we had a cooperative effort to get meals on the table. Our seven-year-old son, being the most cooperative, became a great cook that year!

For the first year Paul and I also held full-time jobs while running the school. We learned the ins and outs of real estate in the course of buying three buildings for the school and residence, and now we are teaching this to our students. I learned bookkeeping—I, who had troubles with addition—as well as a great deal about business law, municipal zoning laws, fire regulations and architectural matters, all areas I once considered mundane and now find extremely interesting.

We have learned how to interview students, parents, and staff. Our first interviews in the spring of 1972 were masterpieces: we had no staff, no physical plant, no school in fact, only an idea which we had to present as a reality to prospective students and parents—a real challenge to our ingenuity. We've written and designed our own literature and ads; we've renovated and decorated three buildings for the school; and we've come to appreciate the complexities of the provincial Ministry of Education, under which we are accredited.

We teach both boys and girls, grades 9 to 13 (in Ontario the first year of university is taught in high school), and will open grades 7 and 8 next year in response to an apparent need.

Paul has been interviewed by the press, radio, and TV and has spoken on education panels. As head-

master, dealing with students, parents and staff, he still manages to teach, which is his prime interest. As registrar, I have a number of duties: I keep the student records, do timetabling, bookkeeping, budgeting, supervise staff who share office responsibilities, deal with the Ministry of Education, plan, write and design our advertising and literature, set up work-study projects and student contacts with community resources, and am gradually learning how to teach, as we feel everyone associated with the school should teach. I am presently teaching part of an urban studies course, and hope to give my own course next year in medieval English literature.

Together, Paul and I do all of the planning—some of our best ideas being drawn up on cocktail napkins when we're out "relaxing."

Last summer we opened The City-Camp, a day program for children from ages 9 up, to explore the city and nearby countryside; we have an urban studies program for senior campers.

This sounds like a busy life, and indeed it is. But it is very rewarding; and other circumstances add to the enjoyment. Our school is located four blocks from our home, and two blocks from the public school which Paul Jr. (almost 8) and Matthew (5) attend. So we see the boys at lunch time and after school; Matthew, in a half-day senior kindergarten program, spends his afternoons with us, "working" in my office, talking to students, or sitting in on Paul's English class. Daniel, born in July 1974, also comes to school with us,

and lives in my office. When he is bigger, he'll probably spend some of his days with our next-door neighbour, a loving, grandmotherly friend who gives our boys lunch and babysits them. But at the moment, our staff and students enjoy having him at school.

The most gratifying aspects of my work are: first, I am working with Paul, and I can still spend time with our children; second, I am still learning, all the time; third, I am working with people, rather than with manuscripts and paper. I have also come to know and understand the milieu in which Paul and other truly committed teachers thrive. Working with the staff and watching them deal with the students has afforded me an insight into the education process; I am extremely impressed by our staff because of their genuine concern and love for the students, and I hope to learn much from them.

I suppose the least gratifying aspect of running our school is the intrusion on our privacy from parents and students. We have had to take our home phone off the hook from time to time; and we have phased out the boarding operation as it is too time-consuming.

My own duties are so diversified that I find nothing routine or dull. And our horizons have expanded; we are now considering opening another school, and perhaps another related business. We are continually assessing, evaluating, planning. It is a very creative life. We feel public education cannot be reformed from within; that successful models such as ours might

lead to a voucher system which would allow for individual needs, diversity and genuine staff-student-parent involvement in the educational process.

In the twelve years since my graduation I've spent most of my business life in publishing. I have freelanced and worked full time, mostly out of our house, working in every facet of publishing: editing, advertising, production and layout, and promotion for trade and text books, a monthly magazine and a bi-weekly newspaper. Our intense involvement in local municipal matters changed my career direction somewhat: I became the personal research assistant to the Mayor of one of Toronto's boroughs, an extremely demanding job, until the school expanded to the point where Paul and I could both be there full time.

Right now I am finding the school work very rewarding. Some day, when I have leisure, I'd like to study law. And I would like very much to publish a local newspaper. As advertising manager, I helped found *The Toronto Citizen*, an inner city paper of 20,000 circulation. The closest I came to my own paper was a weekly block paper which a friend and I wrote and printed for three years, called *The Sunday Brunswick* and distributed by our children to the residents of Brunswick Avenue. For three years we were Toronto's only Sunday newspaper! My job with the Mayor was too demanding for me to continue those all night Thursday sessions putting out the paper, so we had to cease publication. My friend kept her contact with the

community by opening a bookstore on our corner.

I think Thoreau's "desperation" is worth remembering, as is Eliot's statement that "humankind/cannot bear very much reality." But the quotation I try to live by is from *A Thousand Clowns*, when the character played by Jason Robards expresses his concern that his young nephew never lose sight of "all the wild possibilities!"

Paul and I have found that every time we have made a major shift out of the comfortable rut of routine, and the well known, and the secure, we have quadrupled our assets and set loose a flood of creative life-fulfilling energy. We look forward to a long life of industry, creativity, independence, and peace.

Photo: Bobbi Speck describes this photo as follows: "It was taken in the staff lounge at lunchtime. The book is Growing Up Absurd, by Paul Goodman. The kids are ours: Paul Jr., 8; Matthew, 5; Daniel (born July 28). The bleary-eyed one is me, 33."

Leadership St. Pete

Angela McDonnell Grady '65

The years since my graduation from Newton have seen a gradual but deep and profound change in me as a person and in my life. My college education provided a solid basis to build upon but when I left Newton I was still a child in many respects. Marriage and the birth of our three sons changed my life drastically. The emotional adjustment to these events was rough at times, but the rewards have made and are still making it all very worthwhile.

We moved to St. Petersburg in 1969, and that was one of several turning points in my life thus far. Never having lived outside the "northeast complex," I was shocked by the great distance intellectually, culturally, socially between the south and "home." Recognizing areas in which my particular interests in the field of art could be utilized, I decided that I needed to get out and do something that needed to be done, both for my own sake and for the betterment of the community. That is how I got involved in "Leadership St. Pete," and then in other projects.

This is what "Leadership" is all about: Each year, the Chamber of Commerce, with the support of city government, selects twenty persons (ages 25-35) to participate in a series of seminars led by persons who are "movers and shakers" in the several fields of interest. Many areas of business

and the professions are represented among the participants in each class. Our group included a minister, a computer programmer, several bankers and lawyers, a physician, a CPA, a landscape architect, a college professor, a social worker, a newspaper editor—in all, seventeen men and three women.

The seminars deal with broad areas of interest and concern in the community. Some of our seminars dealt with the following topics:

- A communications workshop was conducted by Florida Power Corporation's manpower development staff. Under the leadership of the director of personnel and the manpower development manager, our group explored the communications process with emphasis on interpersonal communications, relating it to getting things done through and with other people;
- A seminar dealing with race relations in St. Petersburg featured a panel discussion including local NAACP officials and black and white leaders of the community's race relations organization;
- A seminar on law enforcement included an in-depth tour of the city's public safety facility and a discussion with a circuit court

judge, the state's attorney for Pinellas and Pasco counties, the chief deputy of the sheriff's department and St. Petersburg's public safety director;

- A meeting with the mayor and city councilmen outlined the workings of city government in some detail;
- A discussion of the "Responsibilities of the Newspaper to the Community" was led by the managing editor of the *St. Petersburg Times*;
- Other workshops treated such subjects as "Meeting Our Community Housing Needs," and "How To Make Your Voice Heard in the Community."

The press is not permitted to attend any of the seminars to insure participants a candid discussion of the issues involved.

In the final quarter of each year's course, the class is divided into four groups of five persons each, with each group conducting an in-depth study on a topic of timely importance. Each group writes its own paper and makes a presentation to a group of civic leaders and the press; the conclusions reached in these papers are often the basis for new legislation or fresh solutions to time-worn local problems.

I thoroughly enjoyed "Leadership" for many reasons. I learned a great deal about government on the city and state levels, and that I have so much more to learn on this and similar subjects of equal importance. I became aware of, and then frightened by, the lack of selfless concern on the part of persons in a position to get things done in the community. The seminars provided a unique opportunity to become involved with leaders and future leaders in many areas of community life in a challenging and stimulating, yet congenial atmosphere. I learned how and why things get done—and don't get done.

Following the conclusion of my year in "Leadership" I chose to become involved in the cultural areas of the city which needed the most help. Our Museum of Fine Arts is less than ten years old and is engaged in a struggle for financial survival familiar to many art institutions in the country. I am a lecturer, tour guide, researcher, videotape crew member, PR person—in short, part of the link between the Museum and the community. As a member of the Board of Directors of the Arts Center Association (St. Petersburg's only non-profit, community-oriented arts organization), I'm involved in arranging art shows in public areas

and in business and professional facilities with the goal of educating the public in the visual arts. Finally, I serve on the city's mayor-appointed Fine Arts Commission. I consider this job the most worthwhile of all, for the Commission affects the greatest number of people in its efforts to strengthen the position of all the arts in the city (i.e. symphony, ballet, theatre, etc).

Experience in these organizations has taught me many valuable lessons, the most important of which is that if one is willing to work for a cause, is sincerely interested in that cause, is able to make a personal contribution and is capable of solving problems, one will always be needed in the community.

A basic prerequisite to working (or in my case, volunteering) outside the home I feel is a secure knowledge of who you are, including what you have to give as well as your failings and limitations, and what you want out of life—where you're going. This involves an order of priorities; my husband and children come first. For the future, I look forward immensely to starting a career in art, possibly museum administration, within the next three years (when all of our three sons will be in school) and expanding or limiting it as time and energy allow.

Newton Alumnae and Graduate Education

In addition to the more personal and detailed observations recorded in the accompanying articles, a *Newsnotes* survey has been underway for the past several years on graduate degree recipients among our alumnae, and this issue seems to be a good place to let you know the current figures. If you hold an advanced degree, and feel that we don't know about it, won't you please drop us a note so that we can bring our statistics up to date?

At the present time, we know of 23 alumnae who have received law degrees; at least another 21 are currently enrolled in law school.

At least 14 alumnae have completed Ph.D. degrees at the following schools: Boston University, University of Detroit, Fordham University, University of Leiden (Holland), McGill University, University of Montreal, University of Paris, University of Pennsylvania, Saint Louis University, SUNY at Stony Brook, University of Virginia, and Yale University. These include degrees in philosophy, medieval studies, history, English, sociology, clinical psychology, and biochemistry. At least seven other alumnae are currently writing doctoral dissertations in philosophy,

theology, Romance languages, clinical psychology, anthropology, and immunology.

Three hundred and sixteen alumnae that we know of have completed master's degrees. These include degrees in:

education	99
sociology and social work	24
languages	19
English	16
guidance and counseling	16
biology, chemistry,	
biochemistry	12
psychology	11
art	11
history	10
political science,	
government	10
religion, theology	10
library science	10
foreign affairs and studies	10
urban studies, community	
planning	8
business management,	
finance	8

Alumnae also hold master's degrees in anthropology, classics, American studies, science information, nursing, theatre arts, physiology, computer science, public health, speech and physical therapy, broadcasting, economics, linguistics, and public relations.

Institutions for all graduate degrees include the following:

Boston College	36
Boston State College	25
Boston University	22
Fordham	13
New York University	11
University of Virginia	11
Columbia	10
Middlebury	9
Harvard	8
Catholic University	7
University of Pennsylvania	6
Georgetown	6
Rutgers	6
Tufts	6
Northeastern	5
Simmons	5
University of Michigan	5
Syracuse	5
University of Connecticut	4
George Washington University	4
Yale	4
Notre Dame	3
Xavier	3
Rhode Island College	3
Johns Hopkins	3
Brown	3
St. Louis University	3
Washington University	3
University of Detroit	3

Degrees have also been received from such institutions as the Sor-

bonne, Temple, Brandeis, Case Western Reserve, Cornell, University of Montreal, MIT, Wellesley, McGill, Duke, Purdue, Antioch, Villanova, and William and Mary.

Broken down by classes, total advanced degrees are as follows:

Class	Number of degrees	Percent of class
1950-1956	22	8½
1957-1959	21	9
1960-1962	29	8
1963	21	13
1964	27	12
1965	30	19
1966	36	20
1967	29	17
1968	37	16½
1969	43	18
1970	33	13½
1971	27	12½
1972-1973	6	NA

Women in the World

"The women's movement encourages freedom for both men and women, freedom to question their roles, to choose their own lifestyles," says Bonnie Bortle '66. And she is echoed by Patricia Bikai '65 who stresses that "each woman must be free to make her own way, whatever that is." On a more personal level, Alice Pempel '64 adds: "I do my own thing and feel I have control of my future as far as possible. This is ultimately what the [women's] movement is all about."

Of the forty-five women profiled in the preceding section, forty-two also responded to one or more questions involving their feelings about the women's movement in this country, their encounters with obstacles erected by sex prejudice, the attitudes of their co-workers or clients, and problems (and solutions) they are dealing with as working wives and mothers.

The forty-two women considered in the following pages can hardly be considered a cross section of the 33,000,000 women in the United States today who hold paying jobs, or the many millions more who volunteer their time and talents with no financial compensation. But *Newsnotes* thought it might be interesting to see the variety of feelings engendered in such an apparently homogeneous group: forty-two young, career-committed (either on a paid, volunteer, or in-training basis) college graduates who happen to be women.

The women interviewed range in age from 24-39, though the bulk (70%)

are in the 28-33 age group. 57% of them hold graduate degrees. Approximately 25% are married with no children; the remainder are equally divided between single women and those who are wives and mothers. Although they reside in fourteen states, the District of Columbia, the Virgin Islands, and two foreign countries, two-thirds of them live in the Boston-New York-Washington megalopolis. All are bright, busy, and articulate.

The Women's Movement

In expressing their feelings about the women's movement in this country, thirty-four were generally in favor of the movement (with nineteen of those counting themselves as enthusiastic supporters). Only four had what could be described as negative feelings; the remaining five had mixed reactions. The younger women among the group were slightly more inclined to favor organized liberation efforts; 95% of those under 30 (as compared to only 68% of those over 30) have positive feelings about the movement.

Most of those who view the women's movement with ambivalent or negative attitudes cite primarily the selfishness of the movement and its apparent downgrading of the wife/mother role as reasons for their reactions. Sue Engel '65 feels that "movements are not the way to achieve goals—they are simply ego trips for their leaders."

The only two black women interviewed, Pam Mordecai '63 and Winnie

Loving '69, stressed that their more immediate concerns were with ethnic and racial "liberation."

Those who support the women's movement do so for a wide variety of reasons; neither are they blind to its failings and shortcomings. The reasons for support can basically be reduced to two major ones: women's increased self-identity, self-awareness, and pride in themselves; and increased educational, employment, and financial opportunities for women.

Self-awareness

"The women's movement is changing our lives, the way we think about ourselves, and the way others think about us. It gives us new pride in our female ancestors. Reread Louise Calan's biography of Phillippine Duchesne; she was a feminist and so was Madeline Sophie Barat."—Pat Rice '64

"The pressure on today's woman and the lack of support in her life are being addressed by the movement; space for women to grow has been created."—Kathy Byron '66

"The movement has raised the consciousness of women to want and expect more for themselves."—Sandy Spies '68

"Women need to cultivate self-esteem in virtually all areas of life It's good to have a positive feeling of strength when thinking female."—Fran Neville '69

"Women are finding out they can have an identity without being subordinate just because they're female."—Pat Mulhearn '69

"Liberation and domesticity are not mutually exclusive."

Equal Opportunity

"The movement's major accomplishment has been to build an awareness in the eyes of businesses of the contributions that women can make."—Jo Stuart '60

"It has enabled women to seek jobs which at one time would have been impossible to attain."—Alice Pempel '64

"Every effort must be made to upgrade educational and job opportunities and to obtain equal pay."—Patricia Bikai '65

"The movement may be necessary to correct some of the injustices against working women."—Michele Sullivan '68

"The elimination of many job-related inequities and the opening of many opportunities are directly attributable to the women's movement."—Sandy Spies '68

Criticisms of the movement (even by its most enthusiastic supporters) were attributed primarily to pettiness and lack of humor, too much stress on rights and not enough on responsibilities, the downplaying of the wife/mother role, the possible implementation of a "quota system" for women which several of those interviewed felt might actually hinder women in the long run, and what Mary Ann Beattie '57 refers to as the "selfish facets of the movement. [The feeling that] 'I have to find myself, I'm doing my own thing' is, I believe, a disservice to the overall movement for a more humanistic culture."

Liberation and Wife/Motherhood

"I believe deeply that a woman's primary role is that of wife and mother and too many prominent women's libbers seem bent on abdicating that responsibility."—Pam Mordecai '63

"The movement suffers under the guiding principle that a woman is not worth something until she moves out of the house."—Alice Grayson '64

"The job of family management is one of the most important to be done. The women's lib advocates have often downgraded this occupation to the point of making self-doubters out of competent, industrious, creative homemakers."—Cathy Thompson '65

"Liberation and domesticity are not mutually exclusive."—Betty Barry '68

"The role of wife and mother has been neglected, even denigrated, by some of the spokespersons of the movement. What women's liberation should be all about is choice."—Sandy Spies '68

Some expressed a concern about the "radicalness" of the movement, but three women answered these criticisms by theorizing that being radical was sometimes necessary to advance a cause.

"I don't agree with all the radical positions of some of the movement's more vocal proponents, but I do think a radical position is almost a necessary tactic to force the majority to move."—Alice Pempel '64

"The movement is long overdue, and perhaps some of the excesses we

witness from time to time are due to impatience on the part of those who want too much too soon. I acknowledge that the movement needs 'pushers,' but a certain amount of progress can only come with the passing of time."—Angie Grady '65

"In order to be effective in stating a cause, it seems that often its proponents must overstate its issues for initial recognition. I think that this is the way in which the women's movement first received its impetus in this country; and, in doing so, alienated a segment of both sexes, and at the same time attracted followers by articulating issues."—Betty Barry '68

Six of the women interviewed stressed that though they supported the movement in principle, they were not joiners or cause promoters. However, another five emphasized their more active commitment. Pat Rice '64 states unequivocally: "I'm a feminist. The women's movement is a civil rights movement." And Roz Moore '66 concurs: "I am not militaristic, but consider myself a concerned feminist. I kept my own name when married from convictions related to the women's movement." Pat Loewen '64 named her young daughter after feminist Lucy Stone, and hopes she takes her lead from that. Martha Kendrick '71 is active in NOW and the Virginia ERA Coalition; Jane Hudson '71 stresses: "If you're going to accept the change in status and the benefits won by individuals and groups initiating legal, social, and

"Too many women still view the movement's negative aspects."

economic action on behalf of a class, you'd better acknowledge the fact that you belong to that class."

Twelve of those responding emphasized the accomplishments of the movement. "We've all seen so much change in the past ten years with regard to awareness and concern with the basic issues which are important to women," sums up Martha Kendrick '71. But six (four of whom also lauded the movement's progress) cautiously suggest that there is still a long way to go.

"It's still an uphill struggle. Because of strong enculturations which have tended to bias women into believing that they are inferior to men, women do not challenge themselves enough."—Meg Frisbee '66

"We are still a long way from equal opportunity at the entry level and for advancement in so many professions."—Pam Delaney '69

"In the next ten years I look forward to even greater change, particularly with regard to the economic status of women, which is certainly a major key to position in our society."—Martha Kendrick '71

An interesting self-criticism appeared in the interviews. No less than five subjects berated *women* for their failings in relationship to the movement (instead of the expected attacks on men).

"I do not feel that women are pushing hard enough for independence; they seem all too willing to passively accept the traditional roles which have been set out for them."—Meg Frisbee '66

"More dialogue, greater understanding, should be encouraged between feminists and those who fear change, those who cannot change, and those who simply do not want to change. Too often feminists exhibit the same intolerance of which they (we) accuse others."—Bonnie Bortle '66

"The archetype of the liberated woman has become so fashionable among certain strata of women that each is hastening to tell the others of her state of liberation."—Betty Barry '68

"Too many women still view the movement's negative aspects instead of equality of opportunity and reward which is what the movement is all about."—Cathy Basil '71

"I find it curious that some women will name themselves feminists yet disclaim any identification with the women's movement."—Jane Hudson '71

Obstacles and Attitudes

Two of the questions posed to the women in the survey inquired about obstacles that may have been placed in their way because they were women, and about the attitudes they faced from their co-workers and the public because of their sex.

Exactly half of the respondents felt that they had faced some obstacles at some point in their professional lives which were sex-related, though these obstacles varied from mild to nearly insurmountable. Some of the more common barriers are listed below.

No Jobs

Five women decried the difficulties they had faced when, armed with college (and in two cases graduate) degrees, they had attempted to find jobs other than secretarial ones.

"In job-hunting five years ago I was always asked: 'How are your skills?' and was looked upon as a freak when I said I didn't type."—Jo Stuart '60

"Four years ago, armed with a master's degree in political science and what I thought was a decent employment history for a recent graduate, it took me three months to find a position which did not require secretarial skills (I sold shoes) and six months to find an office position of some responsibility and interest. My husband, on the other hand, was hired within two weeks of looking, and not once was he asked to take a typing test!"—Pam Delaney '69

"It's almost impossible to begin in the TV industry in any other capacity than that of a receptionist or secretary, and it's difficult to break out of that classification."—Laurie Loughlin '72

If they weren't asking for secretarial skills, many employers asked for personal commitments about marital and childbearing plans that grossly invaded the subjects' privacy.

"When I graduated from college the law preventing job discrimination based on sex had just been passed. Employers did not seem to know about it. Many frankly said they hired only men for the kind of job I was searching for. I have never had a job interview in which the prospective

"I would have been considered a more serious threat had I been a man."

employer did not ask questions which violated EEOC rulings—questions about marital plans, plans for children, and if, as a Catholic, I believed in the pill."—Pat Rice '64

"There was a reluctance on the part of my superiors to believe that I viewed working on a long-term basis which would not change should other aspects of my life change . . . I did not believe that they looked to male employees for long-range commitments in the same paranoid fashion."—Meg Frisbee '66

"At my interviews I was asked if I could type and if I would be married soon. In the pre-women-conscious days of 1969, I was less annoyed with a prospective employer wanting to know if I could type, since I had no other skills to offer, than I was with [his asking about] my probable marital status. I always felt that my answer was irrelevant and, furthermore, my continuing to work would not necessarily be predicated upon marriage."—Betty Barry '68

However, Michele Sullivan '68 comments: "While I was looking for a job a number of potential employers asked me about my future plans which I thought they had a right to know. Employers can't afford to train you for six months and then have you leave, or they would never get any work produced."

No Advancement

Once hired, the troubles were just beginning for many.

"I feel I would definitely have been promoted faster if I were a man . . .

My bosses have managed to be slower with promotions and stingier with raises for me than for the men. In my experience in the personnel field, I have noticed that this is a rather consistent pattern."—Jo Stuart '60

"I finally found a job where I could write. I was paid \$55. a week. Men who were beginners got \$90.—my boss said that was so they could save for when they married. I was lucky—few women were writing ads, except those who had been hired during World War II. On newspapers to which I applied, women wrote about food and parties and brides."—Pat Rice '64

No Money

Another obstacle encountered by many of the women interviewed was financial discrimination. Four of these remarked that financial discrimination was built into their jobs (or had been until recently) because of the "female" nature of their work. These include a pre-school teacher, a social worker, an occupational therapist, and a nurse. In addition, Kathy Harrington '63 encountered financial discrimination of another sort when she and her partner were trying to get their business off the ground.

"Most of the firms Connie and I dealt with thought we were two women on a lark to open a gift store for fun. Because of no credit we had to pay cash for all our initial purchases. [If I were a man] credit would be easier [to obtain] and there would be more longevity for the business if we ran into hard times."

The related problem suggested by

Kathy—that of not being taken seriously—cropped up a number of times in the interviews.

"Most of the people I dealt with (when I was an organizer) who were on the opposite side, often considered me a housewife who was trying to keep busy by meddling in others' affairs. I would have been considered a more serious threat had I been a man."—Pat Loewen '64

"Most men and women think that a woman can't even hold a camera, much less use it properly."—Christina Crowley '67

One interesting obstacle mentioned by two women concerned the self-erected barriers.

"I may set up obstacles by having a difficult time overcoming traditional role attitudes which were a part of my early learning."—Kay DiFrancesca '64

"Often I find that my worst enemy in pursuit of a strong career position is myself. As I sit in on all male board meetings, I find that I really have to generate my own confidence."—Fran Neville '69

Five women felt that they had encountered few obstacles to their careers at the present time, but sensed the appearance of these obstacles at higher echelon levels in their companies.

"If I were a man, and had no sexism barring the doors, I would shoot for managing editor of a fine newspaper. At 32, I don't think that would be realistic now. The twenty years of intermediate steps in that direction should have begun by now and few managing editors are appointed after

**"I feel like I've sneaked into the
locker room at the YMCA."**

the age of 50."—Pat Rice '64

"As far as I know I have never been discriminated against because of sex, but it is hard to tell, and early in my career. The higher you go the more difficult it becomes."—Michele Sullivan '68

"With regard to job advancement, it seems that the higher one goes, the more obstacles one encounters The federal government is probably one of the best employers of women in our society with regard to opportunities for advancement. The largest percentage of successful women in government remain at the mid, rather than the upper, levels, however."—Martha Kendrick '71

Interestingly enough, Kathy Byron '66, Julia Lopez '68, and Harriet Mullaney '70 felt that their youth rather than their sex, had caused more reaction and comment.

Attitudes

Slightly more than half of the respondents had no complaint with the attitudes of their co-workers and the public. The remainder had encountered mixed attitudes at the worst—one cited poor sex-related attitudes on the part of the people they dealt with.

On the positive side of the ledger, a number of women stressed that their fields were presently very receptive and encouraging to women—these areas included academia, medicine, broadcasting, art, communications, and design.

"In the academic world, I have never felt that any obstacles were put

in my way because of my sex. Male professors have always been receptive to my ideas, ambitions, and work. Their encouragement never abated even during the two times I was pregnant and had to take a lighter course load."—Alice Pempel '64

"Being female is not a disadvantage in getting into medical school and may even be an advantage. Our class at Rutgers Medical School is over one-third women. When a local newspaper headlined our fight against male dominance, reaction here among female students was: 'What male dominance?' "—Brenda O'Brien '64

"I would say that women are actually being sought after now for jobs in the broadcasting industry."—Libby Fitzgerald '65

"Information/communications field is coed—no major problems here. In fact, it helps to be a member of a 'minority' these days."—Bonnie Bortle '66

"Designers are hired on the basis of past work contained in their portfolios and a reputation to deliver an assignment as described on time. I sense a mutual respect between men and women in my field."—Betty Barry '68

A number of women felt the fact of their sex contributed to the skills they brought to their work.

"My associates treat me very well—as a woman I can usually see another side of the question or give a slightly different point of view."—Joe Stuart '60

"I'm the only woman in my Ph.D. program and my associates are glad I'm there."—Roz Moore '66

"Women child psychologists are in great demand."—Nancy Cotton '67

Several women mentioned the importance of taking the initiative in establishing a good relationship with their co-workers. "It is a two-way street," emphasizes Mary Leyland '58. And Cathy Basil '71 sums this up:

"The attitude of the men I have contact with is usually initially one of puzzlement—'Who or what is she?' or 'How did she get in this business?' So it requires an extra effort on my part to demonstrate my capabilities and to make them deal with me as a person. Many men I deal with, let's say in the situation of a meeting, overly concern themselves with my comfort and do not speak as freely as they might if I were a man. These attitudes eventually are overcome with time, each party gains trust and respect for the other, and I become 'one of the boys' (in a positive sense) who is trying to accomplish something. Time and patience are the keys to this mutual respect and cooperation."

Mixed Attitudes

Among the 45% of the women who had encountered a mixed reception from their co-workers or public, there were a dozen different attitudes cited. One of those mentioned most frequently is the necessity of having to prove oneself—to work harder than men to achieve acceptance.

"In the sometimes raw and rough game of hassling with the union, some foremen are more comfortable dealing with a man. In general, in this male-

**"A woman doctor must constantly
identify herself."**

dominated environment, it takes a bit longer to prove oneself and requires some persistence."—Cathy Thompson '65

"I am the only woman officer at the bank On the whole I feel that I am respected by my colleagues, but that in many ways they are more critical in their judgment of me than they would be of a man. You're forced to work harder, and accomplish more, just to be treated equally."—Meg Frisbee '66

"Traveling to various companies throughout the country and meeting with the engineering personnel was somewhat difficult, at first, but once you roll up your sleeves and assist them by providing the correct answers or alternate procedures, acceptance and respect naturally follow."—Judy Dow '68

Second most-mentioned as a problem attitude was the tendency of men to become "clubby" among themselves—particularly in any male-dominated areas of employment. Jane Hudson '71 describes this attitude as it is manifested in Washington, D.C.:

"Much of government policy making and program implementation is done by collegial action, by bartering and cooperation. You may be doing a very adequate technical job, but you have to know where to go and who to talk with. In many cases, women are excluded from these informal, just-us-guys ties, and it can be very detrimental. Occasionally I feel like I've sneaked into the locker room at the YMCA; I know that some of the men wish I'd just go away and leave them alone so that everything could get back

to normal."

A number of women mentioned how surprised many men (and women) were to be dealing with a woman.

"We have many people coming into the store saying 'May I speak to the proprietor?' When I say the proprietor is me, they look in awe."—Kathy Harrington '63

"We still get calls asking if they can speak to the 'man in charge!'"—Sandy Huke '67

"First, they're surprised that I'm not the production assistant, but the cinematographer. Then they're surprised to discover that I was hired, not because I'm cute, but because I'm competent. And some men get very embarrassed—they can't decide whether they should help me carry the equipment or not."—Christina Crowley '67

"For most of my colleagues it was a unique experience to come to a woman for answers and solutions to their specific engineering problems."—Judy Dow '68

"The public in general seems a little surprised to find a female in my position. There is no shortage of female scientists, but the majority tend to go into academic or government work."—Michele Sullivan '68

"I still encounter clients who are surprised to find a woman in my position One of my fondest memories is a presentation I made of a study's results to the board of directors of a major oil company. It was quite thrilling to stand before this group knowing that I was the first woman to

ever be in the board room, let alone address the board."—Sandy Spies '68

"I am well received among my female patient population once they are aware that I am their physician, and not a nurse or a social worker. It seems that a woman doctor must constantly identify herself or else she is assumed to be the nurse."—Ann Pollock '68

"One problem is the Only One in the Crowd fixation. Personally, I don't particularly enjoy the introductory remarks at some of these meetings at which the moderator feels compelled to point out—in case it had been overlooked—that there's a woman in the room. Really, this points up an idea that somehow it's peculiar to see a female professional in some fields or functions."—Jane Hudson '71

Among other problems mentioned were being treated like little girls or dates, and a poor reception by other women.

Children

Nine women offered comments in response to questions about children and household management and working. Several felt that the most important asset a working woman with children could have is an encouraging and supportive spouse. "Get a good husband who doesn't mind babysitting and encourages his wife's avocation," advises Alice Pempel '64.

The major problem encountered by these women was finding good babysitters and worrying about their children's adjustment. "There are a lot

**"I would like to have a small
family and a profession."**

of old, mean babysitters out there who hate children," commented Kay Di-Francesca '64.

A question of priorities bothered some women. Alice Grayson '64 suggests: "Be proud of your professional accomplishments but never allow them to take priority over your most important work."

But this expectation is precisely what bothers Pat Loewen '64: "My schedule is the one which changes during family stress, my work suffers because of housekeeping duties. I often resent this."

In this connection, two women (one with three children and one with none) felt unable to make a choice between the two priorities and felt burdened by a sort of superwoman complex.

"One of the burdens that I think the women's movement, beneficial as it has been overall, has placed upon us is a desire now to find fulfillment outside the home. But the problem is that I at least don't feel that if I am going to choose to do that, I can in any way neglect my duties as a wife, mother, and homemaker. But I find that to do all of that as terrifically as I'd like to do it is sometimes a superhuman effort."—Libby Fitzgerald '65

"I am currently wrestling with the problem of simply not having enough energy to meet my own professional standards and do my half of the home-related work. I would like to have a small family *and* a profession but it remains to be seen whether or not I have the stamina."—Jo Solet '68

Equality

The final question posed to the subjects of the interview was: "If equality for women were achieved and women were equally represented with men in all professions, do you think you would be *more* or *less* successful or active than you are now?"

Out of all the women who responded to this question, half felt that they would be equally successful, 30% felt that they would be more successful, 6% felt that they would be less successful, and 14% either didn't know or considered the question not applicable to their situations.

Among the eleven women aged 32-39, *all* felt their success would have been different to some extent if women had achieved full equality. Seven women felt they would have been more successful, two felt that they had benefitted from reverse discrimination and would have been less successful, and two didn't know. *No* women in this age sample felt that their degree of success would have been unaffected.

Among the women aged 24-31, 70% felt they would be equally as successful as they are now, with the remainder equally divided between those who felt they would have been more successful and those who didn't know.

Same Success

Among the seventeen women (all in the 24-31 age group) who felt that their

success would have remained constant, given full equality for women, the primary reason given was that their success had been attributable solely to their competence, and was not sex-related one way or another.

"My success is based on my competence as an interviewer."—Libby Fitzgerald '65

"I have never held a token job, or one that I have not earned or not had the experience or education to hold."—Cathy Thompson '65

"I don't work hard because I'm a woman. Neither am I successful because of my sex. I like to work, I enjoy my work, and I want to know that my education and abilities are put to good use."—Marilyn Harpster '67

"I hope that I am a competent biochemist and not just good for a female scientist."—Michele Sullivan '68

"I . . . have enough faith in my ability to believe that I have been given greater responsibility because of the quality of my work and not because of my sex."—Pam Delaney '69

Less Success

Of the two who felt that they might have been less successful, had full equality been achieved, Carol Flynn '63, a nurse, felt that since nursing was predominantly a female field, she would have faced more competition if an equal number of men were competing for jobs.

Alice Pemple '64 felt that she would have a better chance of obtaining a

college faculty position than an equally qualified man because of most universities' efforts to achieve sexual balance on their faculties.

More Success

Among those who felt that they would have been more successful, the reasons given were largely the same as those listed previously in the obstacles and attitudes sections: financial prejudice and the necessity of working harder than men to achieve similar goals. "I do believe that like many of the women in journalism across the country I work harder than most of the men in journalism. I have to. I do tremendous amounts of background reading, clipping of materials, and notetaking. I just don't have time for their rounds of golf or hours of chatting in bars after work," comments Pat Rice '64.

Several women stressed that more career choices would have been open to them five, ten, or fifteen years ago when they were job-hunting, and, as Pam Delaney '69 puts it: "Certainly greater opportunity goes hand-in-hand with a greater chance for success."

And finally, two women mentioned that they felt that if women had achieved full equality with men, they

and their husbands would be more conditioned towards the possibility of a successful career for the wife. These women felt somewhat held back by guilt feelings about leaving their homes that their husbands did not share.

Of the five women who skirted the question, three comments are worth quoting here—in a way they summarize the mixed feelings, delights, and apprehensions of many women who work.

"I can't think in those terms somehow *What* is 'success?'"—Cathy Struve '63

"Though married, my financial independence is very important to me. I just can't imagine ever having to go to my husband for money (and thus permission) to buy clothes or a car or anything. Now, since I am not among the idle rich, I must work. And since I must work, I might as well make sure it's as stimulating and as much fun as possible. And that to me means being active, being a success. Equality with men has nothing to do with it. Though when all is said and done, I *would* prefer to be rich and idle."—Bonnie Bortle '66

"Once barriers are overcome, I'm never sure whether my success is *because* I'm a woman, or *in spite of* it."—Cathy Basil '71

"I just don't have time for their rounds of golf or hours of chatting in bars after work."

The Consolidation: Newton College Task Force

The Newton College Task Force, which has been meeting for some months to determine the best possible use for the Newton College Campus, presented its final recommendations to Boston College's Board of Trustees on February 28. Since this date was far past *Newsnotes'* deadline, it is not possible for us to give you detailed information on the months of discussion and the reasons for the final choices on the disposition of the campus. In the June issue, a more detailed discussion will be presented, culled from the 380-page Final Report of the Newton Task Force to the President of Boston College.

The BC President's Office was kind enough, however, to let us see a copy of an advance summary of the report; that summary is presented below.

The uses made of the facilities at Newton will critically affect the character and the cost of education at Boston College for years to come. The Newton Task Force therefore submits this report as a complement to both the Long Range Academic Plan and the Long Range Fiscal Plan. Together these documents present opportunities and challenges perhaps unprecedented in the history of the University.

The charge to the Newton Task Force called for a coherent plan for the Newton Campus as well as for utilization of space released on the Chestnut Hill Campus; the plan was to give primary attention to the identified

needs of Boston College while retaining to the fullest extent possible the distinctive elements of the Newton College tradition.

In response to this charge, the Newton Task Force report presents four possible plans for the use of facilities of Newton. In simplest terms, they are: (1) Location on the Newton Campus of both the Boston College Law School and, as a coordinate emphasis, a series of distinctive undergraduate programs, under a common umbrella such as the Center for Innovative Studies. Student population at Newton would be twelve to fifteen hundred full-time equivalents (FTE), including some seven hundred thirty-five dormitory residents. (2) A combination of distinctive undergraduate programs at Newton with the Graduate School of Social Work as a smaller co-tenant. About eleven to thirteen hundred FTE students would study on the campus under this plan. (3) The use of the Newton facilities entirely for undergraduate residence and instruction. Estimated enrollment would be ten to twelve hundred FTE. (4) Undergraduate utilization of the Newton Campus as a "busing satellite," with dormitory residents transported to the Chestnut Hill Campus for virtually all classes, and one or more professional schools such as GSSW and Law located at Newton.

Of these four plans, the Task Force strongly favors the first, and believes the others to be feasible, but progressively less desirable.

Our choice is based upon several important conclusions which emerged from far-ranging and detailed deliberations of the Task Force during the past eight months:

1. The Newton Task Force gave careful consideration to maintaining Newton as an all-women's college. This solution was rejected unanimously, both because it left unaddressed the pressing problems of women at Chestnut Hill, and because other options seemed better to meet identified needs of Boston College. However, the preservation of the Newton tradition was recognized as central to a successful plan. Singular academic programs at Newton College, Art Studio and Continuing Education, were recommended for retention, and both have now been accepted by Boston College.

2. In order to optimize the benefits of our two-campus system for all members of the Boston College community, an approximate doubling of students at Newton, with a corresponding decrease at Chestnut Hill, is essential. No new dormitory construction is foreseen to augment the 735 existing undergraduate spaces at Newton; so the major shift will occur in the commuter population. Because of its space requirements, prestige, and stability the Law School is recommended as the appropriate commuter complement to undergraduate residential programs at Newton.

3. The major capital building need of Boston College for this decade is an

expanded library facility, including both stack and undergraduate study space. Remarkably, Newton's excellent library has the capacity for as many study spaces as now exist at Chestnut Hill for the entire undergraduate student body. A primary criterion for any relocation plan, therefore, was the relief of stress on the Chestnut Hill library system through full utilization of the Newton facility. The Task Force is convinced that the relocation of the Law School to Newton represents the most balanced solution to this problem. In conjunction with residential undergraduate programs, the Law School can fully utilize the library at Newton. The release of St. Thomas More Hall, containing the second largest library at Chestnut Hill, would immediately augment study space on that campus by a minimum of 36%. It should be emphasized, however, that the problem of a centralized library still remains to be solved through capital development.

4. Possibly the foremost opportunity afforded Boston College through the acquisition of the Newton Campus is the potential for development of innovative programs which will attract undergraduates voluntarily to the Newton dormitories. Never before in our history has the University been presented with a chance to relate living and learning so completely. Recognizing this, the Newton Task Force unanimously adopted a resolution calling for dis-

tinctive programs at Newton and inviting broad community participation in their creation. Most certainly such an undertaking cannot and should not be contained solely within the Task Force nor constrained by the reporting deadline. Promising beginnings have been made, but they are recognized as just that. One of Boston College's central academic goals during the next year, and beyond, must be to carry forward the planning and implementation of these programs.

5. High priority must be given to the reapportionment of space at Chestnut Hill in order to bring about coherent utilization of buildings on that campus. The availability of St. Thomas More gives Boston College the opportunity to create both an Arts Center and a Student Academic Center in that building and in so doing to free contiguous blocks of space on the middle campus. Appropriate exchanges can then be made among Carney, McGuinn, and Lyons with the major result of transferring the Economics Department to McGuinn. McGuinn and Carney can then be the exclusive locations respectively of the Social Sciences and the Humanities.

Major Recommendations

The major specific recommendations of the Newton Task Force are:

1. The development of a voluntary, distinctive undergraduate program at Newton through a broadly-based planning effort by the Boston College community;

2. The relocation of the Boston College Law School to Newton as a co-tenant with the undergraduate program;

3. The discontinuation of education exclusively for women at Newton and the expansion of opportunities for women on both campuses;

4. The adoption of an Art Studio major for Boston College;

5. The adoption of a Continuing Education program for Boston College;

6. The preservation of the Newton Chapel exclusively as a chapel for the present time and the designation of a new theatre as a high priority for our capital fund drive;

7. The reservation of Barat House for the use of the President of Boston College;

8. The naming of the two campuses as the Newton Campus and the Chestnut Hill Campus;

9. The location of a Center for Arts, Communication, and Theatre in St. Thomas More Hall;

10. The establishment of a Student Academic Center as a co-tenant in More Hall;

11. The relocation of the Department of Economics to McGuinn, and the exchange of certain offices among Lyons, McGuinn, Carney, and St. Thomas More in order to unify the uses of buildings at Chestnut Hill.

Campuscope

Here and There

Guillemine de Lacoste, associate professor of philosophy, is the author of two recently published articles. "Creativity in the Thought of Marcel" appeared in the Fall 1974 issue of *New Scholasticism*; "Participation in the Early Writings of Marcel" was published in the Winter 1974 issue of *Philosophy Today*. Also an accomplished weaver, Dr. de Lacoste was invited to exhibit her work three times during the past year: at the South Shore Art Festival in July, at the Cambridge Art Association during September and October, and at the Society of Arts and Crafts on Newbury Street in Boston from November through January.

Margaret Dever, director of continuing education, was one of three speakers at a panel discussion on continuing education sponsored by the Counseling Services Department of Newton Junior College on November 19.

Frank Dolan, director of theatre, and his wife launched a new professional theatre company in December—The Piccadilly Square Theatre in Newton Centre.

John Flannagan, a member of the history faculty since 1968, and coordinator of the American studies program, has been named consultant in the Division of Governmental Services of the Massachusetts Teacher Association.

James Taylor, assistant professor of classics from 1970-74, served as a

member of the National Humanities Faculty during the 1973-74 academic year. Those invited to participate in this program each year are chosen for excellence in their own fields, and unusual ability to communicate with their colleagues at the school level.

Wilma von Jess, a member of Newton's religion faculty in 1969-70 and 1972-73, is now an assistant professor in the department of religious studies at St. Anselm's College in Manchester, N.H.

R.I.P.

Martha Hayes, an acquisitions librarian at the College, died on November 7 after a brief illness. Mrs. Hayes had been a long-time resident of Auburndale before moving to Marlboro several months ago; she was a member of the Corpus Christi Guild and the Legion of Mary at Corpus Christi Church in Auburndale. She is survived by her husband, a son, and three daughters.

Loretta Santen, RSCJ, emeritus professor of theology, and former director of admissions and a member of the College's board of trustees, died on November 21 at the Sacred Heart Convent in Albany, N.Y. after a long illness, and in her fiftieth year as a member of the Society. The recollection of Sister Santen which follows was written by Mary Carnes McIsaac '60, a

former student and close friend of hers; I am sure that Mary speaks for all of the many alumnae, parents, and friends of the College who remember Sister Santen so fondly, and who mourn her passing with such regret.

Sister Loretta Santen



My introduction to Newton College was through Sister Santen. In 1956, I was a senior in Latin School. She was the registrar at the College.

I remember coming to Newton to take an entrance exam with forty or fifty girls. She knew none of us but asked our names as we entered the room. At the end of the exam she went around the room and called each one of us by our first and last names. That made a very deep impression on me; I felt the superiority of her mind, and, at the same time, a deep respect for her as

a person.

That respect grew over the years. I had her in a religion class for freshmen who had not come from Catholic schools. That class was a joy, even though it was just a reinforcement of our knowledge of the basic principles of the Catholic faith. She never belittled us in a subtle or overt way. She never made us feel, "Ah, look at all you don't know." Rather she started from where we were and brought us to where she knew we had to be to undertake our theology courses in an intelligent way.

I was never bored in any of her classes. She could take the simplest truth and make it come alive within our beings, bringing us to a new place in consciousness. On the other hand, she could take the most complicated Thomistic theology and explain it very clearly to our young minds.

She loved what she taught but she was never carried away by emotionalism. She had a very intelligent and rational approach to Thomistic theology and great love for God. As a result, she expanded our consciousness to think upon the unlimited power and nature of God and from that knowledge to love Him more fully.

Martin Buber, in his essay on *Education*, says that first a student must respond to his teacher as a man, i.e., he must affirm his being. Then, and only then, can the educative process take place. This

implies an existential relationship that goes far beyond the transfer of information from one person to another. It implies an intuitive judgement on the part of the student regarding the character of the educator, his integrity, his capacity for truth.

I think Mother Santen was a teacher, *par excellence*. She loved truth and she enjoyed teaching theology, the science of knowing God, because her whole life was centered in Him, in whom she lived, moved, and had her being. Her body temple was a fitting vehicle for the soul therein—tall and straight.

In the past several years, I have known Sr. Santen as a friend. We audited a course that Dr. Raymond Pannikar gave at Harvard Divinity School together. It was a delightful experience to go back and forth to Cambridge with her and discuss the recent lecture. Her mind was always keen—she never allowed herself to become absorbed in the mundane.

I feel that her contribution to Newton College cannot be fully evaluated. She represents that which is best in Sacred Heart education; she taught and lived by the principles of the eternal verities. Her "life was gentle and the elements so mix'd in her that Nature might stand up and say to all the world: This was a woman." I am most grateful for having known her and studied under her.



Left, Catey Howell Long '65, former alumnae director, at parents' weekend. Above, a scene from the annual Christmas concert in December.



Left, Fran de La Chapelle, former dean of students, alights from the "royal" car as homecoming queen at the parents' weekend football game. Chauffeur for the occasion, above, is President James J. Whalen.

Class Notes

50-52

Mary Jani Englert
141 Nixon Avenue
Staten Island, N.Y. 10304

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Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

Louise Lynch Conlan and Joe are living in Ridgewood, N.J. with their six children, ages 7 through 20. Louise recently completed a real estate sales course, and began work as a broker in October.

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Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

55

Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

Carolyn Morgan Doyle is a substitute teacher's aide in Teaneck, N.J., and chairperson of the Teaneck Girl Scout Association. She is also active in the Junior Women's Club, the PTA, and on behalf of retarded children.

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Vinita Murray Burns
22 Highland Circle
Wayland, Mass. 01778

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Mary Jane Eagan English
1 Prospect Street
Nahant, Mass. 01908

Janet Chute was recently appointed director of the Hart Model Agency in Boston... **Julie Saver Reusch** and Ed are having a busy winter season in Seabrook, N.H. with Michael, 15, Edward, 14, Kevin, 13, Julie, 12, Amy, 11, Christopher, 9, Quentin, 7, Sean, 2, and Mary Kate, 7 months. It isn't just hockey that keeps Julie busy!... **Bunny Phelan Pfirrmann** and Carl find that their three teen-aged daughters keep them on the go... **Sue Fay Ryan** and family have moved to Tequesta, Fla... **Peggy Keane Mehm's** oldest daughter, Meg, a high school senior, spent last summer bicycling from coast to coast... **Dottie Roche Richardson** and Derek are still living in Staffordshire, England with Sarah, 8, and Ruth, 3... **Beth Duffy Legare** is substitute teaching and also teaching CCD in Seekonk, Mass... **Carol Higgins Cleary** recently returned from a three week vacation in Hong Kong... **Susie Kennedy Murphy** and Bill are the parents of Kirby, 11, Kevin, 10, and new daughter Christine... **Mickey Cunningham Wetzell** and Paul have moved to Norwell, Mass... **Joan Sextro** is busy teaching math and CCD, tutoring, playing tennis, and decorating her new home in Wisconsin... **Betsey Dray Falvey** and her family recently enjoyed a trip to Disneyworld.

...Class secretary **Mary Jane Eagan English** returned to work this fall as a reading teacher under a Title I federal program while **Paul, Jr.**, 3½, is off to nursery school. (Ed. note)

59

Maryjane Mulvanity Casey
28 Briarwood Drive
Taunton, Mass. 02780

The class held a gala fifteenth reunion, attended by more than 40% of its members, at the home of **Janet Chartier O'Hanley** on September 20. Class members who came from a distance included **Yvelyne LePoutre Brandt** from London, **Maureen White Mercier** and Peter from Detroit, **Joan Haggerty Eggers** and Jim from Chicago, **Dolores Seeman Royston** and Paul, and **Marie Doelger O'Brien** and Jim from Washington, and **Glenna LaSalle Keene** and Herb from Philadelphia. Many other classmates from New England and New York reminisced over cocktails and a buffet dinner... **Sheilah Lane Malafronte** is the enterprising proprietor of a craft boutique, *Sheilah's Lane*, in Larchmont, N.Y.

60

Mary-Anne Hehir
160 East 84th Street
New York, N.Y. 10028

Janet Neville Flanagan is teaching math in West Bridgewater, Mass... Welcome to new class secretary, **Mary-Anne Hehir**. (Ed. note)

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Alumnae Office
Newton College
Newton, Mass. 02159

62

Mary Hallisey McNamara
46 Mayflower Road
Chestnut Hill, Mass. 02167

Diane Brickley Parsons holds her Ph.D. in biochemistry from Boston University's School of Medicine, and is an associate in the department of orthopedic surgery at Harvard Medical School and the Boston Children's Medical Center.

63

Carolyn McNerney McGrath
55 East End Avenue
New York, N.Y. 10028

Trina Sclater Carey has completed her M.Ed. in guidance from Westfield (Mass.) State. . . . **Dotty Daly** is teaching in Cambridge and is very involved with the Boston Catholic Charities. Dotty says that she has the tennis bug, and is about ready to take on Billie Jean. . . . **Sheila Mahoney** is legal counsel to a Washington, D.C. corporation, and manages to drive to Vermont some weekends for skiing. . . . **Barbara Mozino Seegul** and David have slowed down in their travels since Hilary arrived. . . . **Kate Nugent West** and Bing are enjoying Newport, R.I. where they play a lot of tennis and sail with their two sons. They see **Carol Donovan Levis** and John occasionally. . . . **Mary Flynn** holds her M.A. from Catholic University, and has worked at the Arena Stage there. . . . **Marilyn Reed Kohla** and Don have moved to Atlanta, Ga. . . . **Sharon Leahy Mahar** and Bob are living in New York City with their children. . . . **Colette Koehley McCarty** and Tom are the parents of Matthew, 10½, Brendan, 8, and Sarah Katherine, 2. . . . *Class secretary, Carolyn*

McInerney McGrath and Gerry are trying to find a way of staying in New York City with two young sons; the cultural stimulation is hard to beat! (Ed. note)

64

Carol Sorace Whalen
29-41 169 Street
Jackson Heights, N.Y. 11358

Kathy Wilson Conroy and Jack are living in New Rochelle, N.Y. with Sean, 7½, Christopher, 6, Emmett, 3½, and Brendan, 9 months. Kathy chairs the liturgy committee in her parish. . . . **Joan Nicolayson Taubner** keeps busy as program chairperson for the Junior Section of the Manor Club in Pelham, N.Y. Joan and Valentine are the parents of three children: Valentine, Bill, and Jean.

65

Charlene Smith Betourney
41 Smith Street
Chelmsford, Mass. 01824

Marty Schickel is still teaching secondary English language at International College in Beirut, an American institution whose students are mostly Lebanese or from other parts of the Arab world and the Middle East. She is also teaching special classes at the American University of Beirut. . . . *Welcome to new class secretary, Charlene Smith Betourney. (Ed. note)*

66

Catherine Beyer Hurst
146 Willow Street
Acton, Mass. 01720

Bonnie Bortle received her M.Ed. in counseling psychology from Boston College in 1971, and is currently

director of public information at Faulkner Hospital in Jamaica Plain, Mass. . . . **Margie O'Brien Vail** is serving as auxiliary chairperson of Child and Family Services Northwest, a private social service organization for which her group raises funds. She and Charlie and their three children live in Sharon, Conn. . . . **Kathy Doherty Russell** is in her third year as chairperson of the Holbrook, Mass. Board of Library Trustees. . . . **Marilyn Flynn McGuire** and Jim are living in Westport, Conn. where she is active in several church and civic activities and in New Neighbors. They are expecting their first child in April. . . . **Pat Callahan** received her law degree from Suffolk in 1971, and is currently employed as an attorney in the Governmental Affairs Office of Sears, Roebuck, and Co. in Washington D.C., advising them on legislative and regulatory matters affecting specific corporate and financial operations.

67

Connie Murphy Hughes
Buttonwood Farm
174 Cross Street
Norwell, Mass. 02161

Mary Karen Cox received her B.A. from St. Francis College in Loretto, Pa., and her M.Ed. from Duquesne in 1971. She is currently an English teacher in Bethel Park, Pa. . . . **Barbara Madden Johnson** and Frank are living in New York City.

68

Sally Perreault McGovern
26 Elgin Street
Providence, R.I. 02906

Suzanne Parillo Shetler received her M.A. in Spanish from Middlebury, and is employed as an editing super-

visor with McGraw Hill...**Chris Murback Bailey**, who previously received her M.A. in elementary education from Columbia, is teaching at the Convent of the Sacred Heart in New York City.

69

Mary Gabel
49 Ackers Avenue
Brookline, Mass. 02146

Cara Finnegan Groman holds her master's degree in management from Boston College...**Jane Fitzgibbons** is working at Bloomingdale's in New York City...**Fran Jani Neville** became the first woman administrator in the history of Worcester Academy when she assumed the post of assistant to the headmaster in June...**Carol Romano** vacationed in Martinique in December...**Nadine Curley** received her M.Ed. from Hofstra last year...**Pam DeLeo Delaney** was promoted in August to the position of secretary of the department for the New York City Police...**Paula Fisher Paterson** and John recently vacationed in Toronto.

70

Karen DiSalvo Bachman
438 Washington Street
Brighton, Mass. 01235

Phyllis McTiernan was recently named learning disabilities coordinator for the Saco, Maine School Department, and is doing graduate work at the University of Maine at Gorham.

71

Kate Russell
149 Sherwood Place
Greenwich, Conn. 06830

Nancy Murphy Casey and Mike are living in Virginia...**Joann Sullivan Tuttle** is attending the University of Connecticut Dental School...**Eileen Hochstein Altschul** is serving as program director of the Mental Health Association of Metropolitan Baltimore...**Claudia Marini Doherty** has received her M.A. from Georgetown, and is currently employed at the National Institutes of Health in Bethesda, Md...**Susan Alfano Vander Vynct** and her husband have been traveling since October. They left from Paris and are driving through Europe and the Middle East and on to India. They will leave India at the end of April for Australia; Susan plans to continue work on her Ph.D. there...**Dorothy Ortner Sandoski** recently retired from her job at Franklin Institute Research Labs, and is now a part-time graduate student in water resources engineering at Villanova. She and John are the parents of Aaron Matthew, 1.

72

Mary Kennedy Turick
26-H Connecticut Street
Orono, Me. 04473

Ann Doherty McGonigle is employed by the U.S. Food and Drug Administration in Boston...**Kathy Connor Heidmann** was a member of the management training program at the First National City Bank in their national banking group until January; she is currently living in Cincinnati, Ohio...**Candy Curtin** is a communications consultant with New England Telephone...Graduate degree candidates include: **Anne McGuire**, at the University of Pennsylvania for a master's in architecture; **Betsy Shurtleff Mauch** and **Peggy Monahan** at Babson for MBA's; **Maureen Kelly** at

the University of Chicago for an MBA; and **Janet Burlingame** in her second year of law school at the University of Connecticut...**Linda Noselli** is living in Sweden...**Maureen McFaul Newcomb** has become a registered hematologist with the American Society of Clinical Pathologists and is currently working at Archbold Memorial Hospital in Thomasville, Ga. She and Don are living in Tallahassee, Fla., where he is a graduate student in geology...**Gail Hegarty** was among four graduate students at the Tuck School of Business Administration at Dartmouth awarded a Murdough Scholarship for the current year. Gail worked for the Boston Stock Exchange for two years before beginning her studies at Dartmouth...**Joan Kilcarr** is assistant to the head producer of the classical music record division of RCA. Joan currently shares a Manhattan apartment with **Mariann Sullivan**, who recently received her M.A. in library science from Columbia...**Rosemary Welsh** is a member of David Shield's New England Dance Theatre, a year-old Boston-based company of ballet and modern dance. She performed with them in December at the newly-opened Center for the Performing Arts in Manchester, N.H. She is also teaching ballet at the company studio and at Regis College...**Mary-Catherine Deibel** will be receiving her master's in English from Boston University shortly. She currently works part-time as assistant to the managing editor and subscription manager of *The Urban and Social Change Review*, a journal published several times a year by the Graduate School of Social Work at Boston College, and part-time at *Peasant Stock*...**Marcia O'Connell Morley** and Jim recently bought a hundred-year-old home in Littleton, and are both engaged in repair and redecorating work...As part of the staff of the Somerville Youth Project,

Connie McConville helped to found, and teaches in, an alternative school for junior high school students. . . . *Welcome to new class secretary, Mary Kennedy Turick. (Ed. note)*

73

Peggy Beyer
37 Castleton Street
Jamaica Plain, Mass. 02130

Jeannette Harris is teaching biology and natural science at Wayland (Mass.) High School, and is a master's candidate at Antioch's Graduate Center Institute of Open Education. . . . **Becky Bralla Caplice** and **Byron** are living in Amherst, Mass. after spending a year on the Cape. . . . **Elizabeth Regan Wrisley** is a master's candidate at the University of New Hampshire. . . . **Lynn Terry** is an educational consultant in the Peabody school system, and teaches at the Newton Community Service Center Outdoor Educational Project in Westwood. . . . **Christine Hardiman** hopes to receive her M.A. in political science from BC in June. . . . **Elizabeth White** is working at *Peasant Stock*, and planning for her annual odyssey to Italy. . . . **Korin Heiser** was the subject of a recent *Boston Globe Sunday Magazine* article on catering. Korin is also studying voice and music theory at the New England Conservatory, and teaching cooking to handicapped children. . . . **Kathleen Sullivan** is in her second year at Georgetown Law School, and working part-time in a D.C. law firm. . . . **Ann Madigan** attended Adelphi University for a semester in the lawyer's assistant program, and is now working for a law firm in Portland, Maine. . . . **Sue Iovieno** is teaching art in the Winthrop Junior High School. She is also completing her Master of Fine Arts work

at Boston University. . . . **Paula Voytko** is secretary to the food and beverage manager at the Copley Plaza in Boston. . . . **Jean Cavanaugh Lizotte** is living in Pennsylvania, where Paul is teaching at Penn State. . . . *Class secretary Peggy Beyer is administrative assistant for the Urban Awareness Program of the Boston Society of Architects Charitable Foundation, observing classes in the Cambridge public schools where volunteer architects are teaching fourth grade students. She is also continuing her studies at Boston Architects' Center. (Ed. note)*

74

Diane Tanguay
11 Le Grand Road
North Haven, Conn. 06473

Mary Faith Schilling Saavedra is living in Madrid and giving private English lessons; she and Alberto spent an exciting honeymoon in Booth Memorial Hospital after he suffered an appendicitis attack. . . . **Beth Docktor Nolan** and **Tony** are living in Waltham, Mass.; Beth is substitute teaching. . . . **Deirdre Finn** is enrolled at Katy Gibbs in New York. . . . **Crystal Day** and **Patty Waters** are MBA candidates at Babson. . . . **Susan Closter** is living in Newport, R.I. where she is a public information specialist with the Navy; she is also taking journalism courses at Providence College. . . . **Chris Meyer** and **Trisha Keough** are living in Providence; Chris is substitute teaching, and Trisha is teaching third grade science and social studies. . . . **Kim Goulding** is teaching high school math. . . . **Ani Castaner McGrath** and **Ken** are living in New York City; Ani is working for *Sesame Street*. . . . **Jeannie Graham** and **Jane McCormack** are graduate degree candidates at the University of Chicago,

Jeannie in business and Jane in psychology. . . . **Martha Whelan** is living in Vail, Colo. . . . **Pat Byrne** was appointed in July to serve as assistant director of the Department of Human Resources for the city of Newton. . . . **Anne MacDonald** is a buyer-in-training at Stearns in Paramus, N.J. . . . **Nancy Kendrick** is attending the University of Colorado in Boulder. . . . **Kathy Longley** served as press secretary during her father's successful gubernatorial campaign in Maine last fall, and is now a student at Wharton School of Finance. She was assisted in her campaign efforts by **Barbara Anne Cagney**.

Weddings

- 1962—**Diane Brickley** to Dr. Frederick G. Parsons, at Harvard Memorial Church, Cambridge, Mass.
- 1966—**Bonnie Bortle** to Jim McMahon.
- 1966—**Mary Clarissa Donahue** to Jonathan Stearns, in Somerville, Mass., on December 14.
- 1968—**Suzanne Parillo** to D. Wayne Shetler, on October 13.
- 1968—**Chris Murback** to Walter R. Bailey, in New York City, on November 23.
- 1969—**Cara Finnegan** to John E. Groman, in Green Lakes, Maine, on August 10.
- 1969—**Janet Kopek** to Gerald E. Martel, in Whitesboro. N.Y., on August 24.
- 1969—**Peggy Hanratty** to Geoffrey M. Peters, at the Harvard University Chapel, on September 21.
- 1971—**Mary Anne Roach** to Alan Innes.
- 1971—**Lois Cartnick** to Guy W. Germano, in Mattituck, N.Y., on May 11.

- 1971—**Nancy Murphy** to Lt. Michael Casey, USMC, in South Yarmouth, Mass., on June 15.
- 1971—**Joann Sullivan** to Mark D. Tuttle, in the Newton College Chapel, on August 10.
- 1971—**Eileen Hochstein** to Martin S. Altschul, in New London, Conn., on August 17.
- 1971—**Claudia Marini** to John Doherty, in Newton, Mass., on September 14.
- 1972—**Betsy Shurtleff** to Donald A. Mauch, in Sudbury, Mass., on August 30.
- 1972—**Georgia Murray** to Mark M. Maloney, at the Kenwood Academy Chapel in Albany, N.Y., on September 14.
- 1972—**Lisa Kirby** to Edward F. Greissing, Jr., in Falls Church, Va., on September 28.
- 1972—**Ann Doherty** to David P. McGonigle, in New London, Conn., on October 12.
- 1972—**Lena-Marie Lehner** to John F. Dwyer, in Braintree, Mass., on October 27.
- 1973—**Elizabeth Regan** to Peter L. Wrisley, in the Newton College Chapel, on June 8.
- 1973—**Jean Cavanaugh** to Paul Lizotte, at the Boston College Chapel, on August 3.
- 1974—**Beth Docktor** to Tony Nolan, at the Newton College Chapel, on June 9.
- 1974—**Susan Naulty** to Donald M. DeDonato, in the Newton College Chapel, on June 15.
- 1974—**Nancy Gregory** to Craig P. Couault, in Westport, Conn., on July 27.
- 1974—**Mary Faith Schilling** to Alberto Saavedra, in Palm Beach, Fla., on August 10.
- 1974—**Maira Ryan** to Kevin J. Dougherty, in Chestnut Hill, Mass., on August 17.
- 1974—**Joanne Smith** to Richard A. Stevens, in Longmeadow, Mass., on August 24.
- 1974—**Patricia Bowler** to Stephen R. Merrill, in Portland, Maine, on August 24.
- 1974—**Robbie Grassi** to Michael Mage, in Rochester, N.Y., on August 31.
- 1974—**Paula Love** to Stephen L. Dwyer, in Stamford, Conn., on September 7.
- 1974—**Patricia Pollock** to Edward C. Haley, in Rye, N.Y., on September 7.
- 1974—**Janet Celata** to John P. Oberto, in Boston, Mass., on September 15.
- 1974—**Elise Gaudreau** to Daniel Bradley, Jr., at the Newton College Chapel, on September 28.
- 1975—**Elizabeth Humphreys** to Michael R. Otis, in Hamilton, N.Y., on June 8.
- 1975—**Alix Decker** to Brian T. Clemente, in Loudonville, N.Y., on June 15.
- 1975—**Cynthia Crowe** to Ronald J. Frere, in Litchfield, Conn., in October.
- 1967—To Michael and **Sandy McGrath Huke**, a son, Zachary, on October 6.
- 1968—To Greg and **Mary Fran DePetro Murphy**, a daughter, Stacey Anne, on November 19.
- 1969—To Stephen and **Sally Ford Baine**, a son, Jason, in September.
- 1969—To William and **Jill Hendrickson Daly**, a third daughter, Jennifer Margaret, on November 9.
- 1969—To Eddie and **Susan Power Gallagher**, a son, Edward Michael, on December 6.
- 1970—To Kurt and **Muriel Daley Schumacher**, a son, Jay Kurt II, on May 31.
- 1971—To John and **Dorothy Ortner Sandoski**, a son, Aaron Matthew, on March 6, 1974.
- 1971—To Donnie and **Kathleen Colby McGrath**, a daughter, Kathleen, in August.
- 1972—To Howard and **Peggy Thomas Barnaby**, a son, Edward Thomas, on September 27.

Births

- 1959—To John and **Sheilah Lane Malafrente**, a second son, in June.
- 1964—To Jack and **Kathy Wilson Conroy**, a fourth son, Brendan, in May.
- 1966—To Rod and **Mary Kay Brincko Peterson**, a son, Colin Stuart, on April 20.
- 1966—To Charlie and **Margie O'Brien Vail**, a third child and second daughter, Emily, on October 19.
- 1967—To Bill and **Suzanne Brouillard Cotter**, a son, Michael Andrew, on May 11.

Condolences are offered to

- Lorraine Stavris Gilligan** '68 on the death of her husband, Robert, after a long illness, in October.
- Kathy Mazzeo** '71 on the death of her father.

Alumnae N.B.

Want a Yearbook?

Louise Paul '75, yearbook editor, still has a limited number of left-over yearbooks for the classes of 1951-1954, 1956-1960, 1962, and 1964-1971. If you have lost or misplaced your yearbook, or if you never ordered one, this is your last opportunity to fill the void. Orders will be processed on a first-come, first-serve basis, and the price is a donation to help defray the costs of printing the 1975 yearbook. Minimum donation is five dollars, and your check should be enclosed with your request. Money will be refunded if there are no more yearbooks available for your class. Write Louise Paul '75, Newton College, Newton, Mass. 02159.

In Loco Citato

The Alumnae Office and the College Press have produced a volume of alumnae names and addresses, correct through August 1973. For your copy, send your name and address and one dollar to help defray preparation and mailing costs to: Alumnae Director, Alumnae Office, Newton College, Newton, Mass. 02159.

A Chance to Be Heard

You are encouraged to send news of your activities to your class secretaries for publication in the *Newsnotes*. We print all of the class notes we receive, and look

forward to printing letters to the editor, although we must reserve the right to shorten or edit material when necessary.

Your class secretary is listed prior to the news of your class in the preceding pages. For the June issue, material must be received by the class secretaries no later than April 15, or by this office no later than May 1.

Danforth Fellowships

If you hold a bachelor's degree, have had a continuous break in your education of at least three years (when you were neither studying nor teaching), and if you are not now a full-time teacher or graduate student, you may be eligible to apply for one of the 1976-77 Danforth Graduate Fellowships for Women. These fellowships are designed to find and develop college and secondary school teachers among American women whose preparation for teaching has been postponed or interrupted.

You may engage in study either full or part-time toward a master's or a Ph.D. degree, and you must plan to teach full time after receiving your degree.

To qualify, you must have taken the Graduate Record Examination between October 1, 1970 and December 13, 1975. Applications must be received by the Danforth Foundation no later than January 9, 1976.

For further information write:

Director, Graduate
Fellowships for Women
Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105

The Way We Were

All alumnae are invited to attend a sale of Newton College mementoes on Wednesday, April 9, in the Student Union from 10:00 to 4:00. Choose from a variety of sweat-shirts, windbreakers, shirts, night-shirts, ashtrays, pillows, and assorted jewelry, all imprinted with the Newton College seal.

Come early for the best selections!

AASH

Reunion in Hope is the theme of the twentieth conference of the AASH (Associated Alumnae of the Sacred Heart) which will be held at the Copley Plaza in Boston, April 30-May 4. A special invitation to all Newton alumnae to attend is extended by Nancy Bowdring '57, president of the AASH, and Lucille Saccone Giovino '57, conference chairperson, who expresses the goal of the conference as a chance "to meet again with familiar and fondly remembered friends with whom we have shared so much in the past; friends whose views we have respected and whose ideals we have shared and loved."

Details about registration, meetings, and other events will follow in the AASH *Newsletter*.

BC Alumni Board Report

Winnie Weber Hicks '55, Newton's representative to the BC Alumni Board, has been attending monthly meetings of the Board, and reports that she has been truly impressed by the interest and concern of the Board members for the Newton alumnae.

Winnie has been working on the bylaws committee which recently submitted to the board their proposed bylaw changes. After the bylaws have been formally approved by the Alumni Senate, all Newton graduates, as well as all those who have attended Newton for at least one year, and left in good standing, will be eligible for membership in the BC Alumni Association. The new bylaws also call for at least one Newton graduate to serve as a director on the Alumni Board at BC.

Winnie is also serving on the alumni resources and continuing education committee. This group arranged four career seminars for Newton and BC students last semester, and has four more planned for the spring semester, including a panel on careers in the fine arts. Elizabeth Scharlack, a member of the Newton faculty, will be the moderator for this panel.

In an effort to respond to the special needs of women alumnae, the BC Alumni Board has also established a committee on women's resources. This committee is conducting a survey of the

women graduates of BC; the results of the survey will be used to help plan alumnae programs of particular appeal to women. Marcia Peckham Nix '66, Boston Club president, and two Newton students, Mary Monagan and Katie Doyle, are presently serving on that committee.

Alumnae Information and Transcripts

All Newton College alumnae records will be transferred to Boston College on July 1, 1975. After that date, requests for alumnae information and addresses should be directed to:

Mr. John F. Wissler
Executive Director, Alumni
Association
Alumni Hall
Boston College
Chestnut Hill, Mass. 02167
(617) 969-0100, ext. 2298

Requests for official transcripts should be directed to:

Reverend James A. Woods, SJ
University Registrar
Lyons Hall
Boston College
Chestnut Hill, Mass. 02167
(617) 969-0100, ext. 2155

Clip these addresses for future reference.

Spring Alumnae Weekend

It was necessary to cancel last fall's Alumnae Weekend because of lack of participation. In the letter announcing the cancellation, it was suggested that September was not the best time for an alumnae weekend, and that hopefully we would have a better response to a program in the spring.

We have now tentatively selected May 17th-19th as the dates for the spring alumnae weekend. We plan to coordinate our weekend with the Boston College Alumni Weekend. Newton graduates will certainly have their own reunion and anniversary class parties on the Newton campus; however, our alumnae are also invited and encouraged to participate in the many special activities planned by Boston College.

Before invitations are printed and mailed, and reservations and commitments made for music and food, we would like to get some assurance from our alumnae that the weekend will be supported. The college had to absorb some financial losses when the fall weekend was cancelled. It would be most imprudent to plan another weekend and experience a similar response.

If you would like to attend a reunion at Newton College during the weekend of May 17-19th, we request that you send a brief note to Anne Phelan in the Alumnae Office before March 15th, indicating your interest and including any specific suggestions you would like to see incorporated into the weekend program.

Remember the weekend depends upon your support. We look forward to your response.

Newton Newsnotes
Newton College
Newton, Mass. 02159

